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FUNDAMENTALS OF SECURITY EDUCATION IN THE PROCESS OF GLOBALIZATION

Л. Ковечовє, В. Климо. Сутність освіти в галузі безпеки в процесі глобалізації. Розглянуто питання освіти в галузі безпеки, яке стає все більш необхідним. З цим пов'язано процес інституціоналізації освіти в області безпеки в результаті загальновідомого безперервного збільшення небезпеки для повсякденного життя людини. Придбані знання з основних і прикладних наукових дисциплін, на базі яких освіту побудовано, дозволяють не тільки орієнтуватися в процесах глобалізації, але й успішно долати їх прояви та наслідки.

Ключові слова: глобалізація, безпека, освіта в галузі безпеки, праксеологія, фахівці з безпеки.

Л. Ковечовє, В. Климо. Сущность образования в области безопасности в процессе глобализации. Рассмотрены вопросы образования в области безопасности, которое становится все более необходимым. С этим связан процесс институционализации образования в области безопасности в результате общеизвестного непрерывного увеличения опасности для повседневной жизни человека. Приобретенные знания по основным и прикладным научным дисциплинам, на базе которых образование построено, позволяют не только ориентироваться в процессах глобализации, но и успешно преодолевать их проявления и последствия.

Ключевые слова: глобализация, безопасность, образование в области безопасности, прапсиология, специалисты по безопасности.

L. Kovachova, V. Klimo. Fundamentals of security education in the process of globalization. The problems of security education, which is becoming increasingly necessary, are considered. A related process is institutionalization of education in the sphere of security as a result of the commonly known continuous increase in danger to people's everyday lives. The acquired knowledge on basic and applied scientific disciplines make it possible not only to navigate in the globalization process, but also to successfully overcome their effects and consequences.

Keywords: globalization, security, security education, phraseology, security experts.

Introduction. Currently globalization is one of the most frequent and most controversial concepts. Globalization is a process of expansion of international economic relations and interconnections and the growth of markets across the boundaries of individual countries. The impact of globalization and global problems on social objects creates increasingly difficulties ensuring security. Security is becoming the latest strategic and socio-economic role, but also to ensure its reliable functioning of any organization that has an objective of the environment and sustainable development in existing conditions. Safety occupies a large area of human needs, therefore it is important to recognize its important role in the process of education and training. In the education system it is necessary to take into account the existing potential threats to human life. This issue should be dealt with by educators at all levels of education. It is their responsibility to know, and then to pass on the knowledge of how to prevent, or to escape the threat and how to respond to the already existing crisis situation. At the present time, the term security education is used to denote education in the field of security.

Formulation of the problem. Finding the essence of security education in dealing with such a serious issue as the process of globalization is, appears at first glance to be an effort without the relevant reasons. The knowledge of basic and applied sciences that security education is based on not only allows us to orient ourselves in the globalization processes, but it also successfully manages the manifestations and consequences that these processes undoubtedly bring. The openness towards the process

of globalization also entails great risks in many areas of human life. An important step is therefore to create all the conditions for the process of globalization in conjunction with the process of ensuring security in these areas.

Analysis of the publications. The term security and security in the process of globalization developed are in [1...8]. Security education, focused on the theoretical and practical knowledge in the area of protection of persons and property, and its versatile application, even in the European security environment in [9...12]. Globalization as interdependence and dependence of parts of the world system, as a process of creation of international links in all areas of human activity, in economics, politics, culture, communications, environment, etc...in [13...17].

The purpose of the article. The study discusses security education and its importance in the process of globalization.

Process of globalization.

The term globalization can be defined as interdependence and dependence of parts of the world system, as a process of creation of international links in all areas of human activity, in economics, politics, culture, communications, environment, etc. The openness to the process of globalization also entails great risks in many areas of human life. [4] Therefore an important step is to create all the conditions for the process of globalization in conjunction with the process of ensuring security in these areas.

The process of globalization has so far been the most evaluated with respect to the financial markets and the environment. Although many claim the history of globalization started in the early times of Discovery, the process from the end of the 20th century, accompanied by a boom in communications and perfect technical models, requires a reassessment of trends and participating institutions. Most of the analyses have addressed the environment and the impact of global markets on local identities. The 20th century is indeed considered a century of technological progress and conquering of outer space, but it also was a century of wars and environmental devastation. Globalization in the 21st century should solve these problems, not deepen them.

The origins of globalization have been manifested mainly in the economic and political sphere. Currently its influence is evident in all areas, including education and research. Part of economic and political globalization is, thus, globalization in its socio-cultural sense. The entire culture and society have been influenced by globalization. All countries affected by globalization have been showing the same social trends and the differences typical for the countries have been gradually disappearing. The result is the so-called global culture, which manifests as the culture of the consumer society. In many countries and cultures its effects replace traditional values. This is often the cause of many of the problems, including resistance to any expression of globalization, whether economic or social. A new kind of universal international lifestyle changing fashion, human behaviour, language, etc. has come. The more unified the lifestyle, the harder people adhere to traditional values like religion, culture and history. The more similar the outer worlds, the more people rely on traditions that divide them. The growing homogenization necessitates the preservation of identity, whether religious identity, cultural, national, linguistic or racial. Media play an important role in the socio-cultural globalization. Their development has sped up recently and the influence of the media as distributors of information has been further strengthened. Thanks to that media, especially those in private hands, they have become basically the donors of thoughts of the globalized culture. In a global society, information, its availability and the degree of objectivity has become one of the main instruments in promoting political and other social views, and interests. On its basis, media culture is often considered to be one of the instruments of globalization.

Security education.

Each activity in a person's life deals with security starting with safety in the household, to safety in the workplace, or in the public, through transport security, economy, to national and international security. However, it is not sufficient just addressing the many security issues by dealing with the existing crisis situations and focusing only on the solutions to these phenomena, i.e. responding to negative consequences [5]. It is important to pay attention, in particular, to prevention, thus anticipating threats. Security is a result of the processes and activities of social entities, which are oriented on the early identification, reduction, elimination, and prevention of hazards and risks, which have the potential to destroy or severely damage the spiritual and material assets, cause significant damage, disable

or limit the continued existence and development of individuals, social groups, the state or humanity as a whole.

In this light, security science is a complex science that arises at the intersection of natural, social and engineering sciences, it is a science that explores the patterns and mechanisms for the protection of individuals, social groups, social and natural environment. Security practice, covering a plethora of complexes of security situations, must be the basis of security science. The amount of theoretical and empirical information emerging in the present system of scientific information needs to be integrated in an effective and systemic manner in a new scientific discipline, in a new quality of its expression, that will constitute a relatively independent whole and will affect the complexity of dealing with various security issues [3]. Education and training of security services personnel, workers at different levels of security and managers, putting high demands on manager training, is an important aspect in the process of solving problems in security situations. Higher education can contribute to improving the situation in the area of increasing security awareness of people coming out of university to practice, deepening their knowledge and skills linked to security, increasing the qualifications and skills of graduates, preparing them to deal with risk, emergency and crisis phenomena in different areas of security (civil, economic, environmental, technical and technological, logistical, etc.).

The aim of the teaching process is not just verbal learning of subject matter, but also learning about real relationships, students learn to understand, to be able to apply the acquired knowledge, to analyze, synthesize, evaluate and predict. Similarly the role of the teaching process in security education can be understood. Thus, security education should be directed so that the security personnel are allowed to obtain and acquire knowledge and understanding of methods by which they will be able to analyze the security environment and its parts in relation to various objects, identify and assess security risks and threats and predict their development, identify processes and management measures, security risks and threats, plan and organize the risk management measures, security and crisis management in accordance with available resources and capacities to design and manage complex security systems. So it is possible to talk about security education, focused on the theoretical and practical knowledge in the area of protection of persons and property, and its versatile application, even in the European security environment. The essence of education lies in the security analysis activities, which aims to avert or minimize the security risks of different forms and causes to individuals and to society as a whole.

One of the aims of security education is to promote certain moral attitudes – defensive, as well as prepare the citizens for specific protective measures in the event of war or in time of emergency, or to create their psychological resistance. All of this should relate to the government authorities, business leaders, civil society and social organizations, civil protection components, pupils and students, and other members of society. The expression of sophistication in this area is represented by praxeology, the science of efficient and effective functioning. It is therefore important to increase the qualifications of teachers, their knowledge and to improve the implementation of the educational activities of praxeological science. [7] The factors that reflect the way and kind of human behaviour in the process of organizing educational activities will greatly depend on the type of educational institution as an organization (university, faculty, institute, department, school establishment, school, kindergarten, etc.). The powers of praxeology are universal and applied to various fields of human activity. They apply to teaching in various educational institutions, both government and non-government. Specifying the nature of the content can be defined the objectives, methods and forms of teaching to create an appropriate professional conduct. This process includes the objectives and content of study programmes in the field of security management, which are included in the plans and programmes for individual departments. The specifics of the development correspond with the requirements of the market. It is supported by many of the sciences, particularly the sciences in the field of pedagogy, psychology, sociology, ethics, logic, methodology, education, economics, organization and theory of management, and the political sphere. In the course of learning an enormous amount of information is communicated. The aim of education is to prepare a group of experts for the management of security institutions of different sizes and varying degrees of complexity. It is necessary to develop and clarify its own terminology of the relevant terms, used in the preparation of security experts - in education of security management specialists. Security education should be directed towards the formation of a

professional. A professional with extended competences. A professional active in the working process. A professional creating values for other people. Education of security managers should be implemented in conjunction with the principles of praxeology, which emphasizes the need to consider the learning objectives. The educational process should rely on the considerations of rationality. The aim and task of security education should be demonstrating the constantly changing world and the need for the security managers to adapt to this reality. Organized activity of teaching staff, subject to the objectives and tasks of the teaching process, has a significant impact on the development of plans and programmes, improving the methodological work, the qualifications of teaching staff, organisation, management and evaluation of education and training of specialists. The objectives and tasks of the teaching process help create optimal conditions for the conscious and positive activity of well-educated and skilled security managers of different specializations.

Security is a part of everyone's life. We often deal with security, without realizing it. We deal with it every day, in ordinary practical activities. The upbringing of a person is subjected to a security from childhood. From an early age we teach children the basic rules of safety: how to cross the street safely, how to play safely on the playground, how to treat others safely. Safety education is directly implemented in secondary schools, higher education institutions and in the context of lifelong learning. Due to the fact that safety education is considered an effective system of education, the building of security awareness and shaping attitudes to safety behaviour and conduct, we allow it to argue that the institutionalisation of safety education may therefore exist already in pre-school establishments and no doubt in primary school [9]. On a basic level of education safety is present in almost any subject, not only in mathematics, biology, physics, chemistry, in a variety of vocational subjects, but also subjects relating specifically to security issues, such as basic road safety rules, first aid in emergency situations, etc. are included in the curricula. Security education is enriched by educational meetings with members of the Police, firefighters, paramedics or direct demonstration of some intervention techniques and equipment.

Special attention in the context of safety education of youth should be devoted to the protection against the media. Minors are increasingly using mobile media establishments, including the video games, and the Internet is creating a growing demand for on-demand media services. The new phenomenon of social networks has gained an important position among individual users, as well as from the point of view of the company. In the future we can expect many more changes. These new developments offer many opportunities for minors, but also bring with them issues relating to their protection. It is necessary to strengthen the media literacy of young people. In this area there are a number of initiatives, such as the public-private partnerships or EU Kids Online project. Although it welcomes the inclusion of media literacy in school education, the urgent challenge is to continue to engage all the children and parents, as well as the harmonisation between the schools [6].

Security education is not only aimed at increasing the educational and professional level of education of the staff of the security services, experts in the field of security management staff [14]. Security education should be seen as an effective system of education, the building of security awareness and shaping attitudes to safety behaviour and conduct in the context of lifelong learning from pre-school education to economically active citizens [11]. It is necessary to ensure continuity in the various stages of education, networking and institutional support for security education. If we want the society to take advantage of security education as an intensive factor of economic and social growth, it is important to know the manner of applying such methods, forms and means, the intensity and the circumstances necessary to impact on the learners, in order to achieve the final efficiency of education. Existing schools are faced with a variety of problems that imply constant changes in all spheres of social life. In the framework of education in secondary schools and higher education institutions the contribution to the improvement of the existing situation concerning increasing of security awareness of the people coming from schools to practice may rest with the developing of their knowledge and skills linked with security, increasing qualifications and skills of graduates, their preparation for dealing with risk, emergency and crisis phenomena in different areas of security.

Fundamentals of security education in the process of globalization.

The impact of globalisation and global problems on social objects creates increasingly difficulties ensuring security. Security is becoming the latest strategic and socio-economic role, but also to ensure

its reliable functioning of any organization that has an objective of the environment and sustainable development in existing conditions.

A significant aspect of globalisation is the rapid development of communications, interlinking of previously separated parts of the world, as well as the rapid development of information technologies and their mass availability. It is a process whose aim is to affect all parts of the world and to create equal conditions in all the countries, to completely customize the entire legal system to the standards of the countries with a developed democratic system. The introduction of new technology, however, appear incorrect opinions which computerization will solve all the problems in the economy and social relations. However, there is a certain stage of development, which simply can not skip in any country [17]. Ultimately, to create a level playing field for life in all countries, with particular emphasis on the democratic political system, respect for human rights. It is a variety of the world's political and business organizations or communities that operate globally and their main activity is to facilitate and guide the economic and political reforms in less developed countries, the most economically and politically developed countries having the greatest impact on them. These organizations principal objective is to seek and reduce poverty in the world and ensure the respect for fundamental human rights and freedoms, as well as in all the countries, which can contribute significantly to increase the security of individuals and whole peoples. Often, however, in the implementation of these major objectives become errors, caused by poor procedures, wrong communication, lack of psychological and sociological knowledge and skills and erroneous decisions of competent people, which often stem from the low level of acquired knowledge and expertise in the field of security, which in many cases, result in significant negative impacts.

According to P. Singer globalization should naturally rather imply the necessary interaction and dialogue between the different components of the world, which is a prerequisite not only talking, but also listening to and responding to the needs of others. Uncontrolled and dehumanised globalization could lead the world into turmoil [15]. Mankind must be able, although after major social unrest associated with the massive protests, to put a human face to globalization. And, if this succeeds, at that moment of globalization as a threat becomes a promising future of humanity. And as a few years ago the Czech author of publications on the issue of globalisation I. Kišš, who foresaw the coming of economic globalisation, pointed out "the Nations of the world must succeed in giving it an ethical dimension and find its legitimate *raison d'être* of human civilization" [13].

The growing international tensions have contributed to the general recognition of security education. From the common threats and common decision-making may bring forth new opportunities not only to combating terrorism, but also a new way of cooperation with other nations in tackling security issues. International terrorism is a threat which has many faces. The defence system of the population is responsible for the state of training in the field of security in society, it is an element of widely conceived securitology. It is also a significant element of securitology, as a system of common action within global security. There is a need for asking questions whether the current state of the civil protection of the population in each country is capable of performing the demanding tasks of education and training. In what state are its training resources? Whether there are enough competent people, as well as the teaching aids, whether or not there is enough literature to this education? In addition to the education, we must also achieve educational goals. If we do not receive positive answers to these questions, it will mean that we are not able to meet the established educational objectives. What are the causes of this state of education so vital to State security subsystem? It is not possible to detract from the mission of education to European security. We are part of Europe. In all the countries of Europe the same tasks in the framework of the protection of the population are implemented. Only forms may be different. The common goal is to create the conditions for the elimination of the causes and responding to the crisis situations. Creating humanitarian fundamentals of security.

Search for the essence of security education in dealing with such a serious issue as the process of globalization is, appears at first glance to be an effort without the relevant reasons. The knowledge of basic and applied sciences that security education is based on not only allows us to orient ourselves in the globalization processes, but it also successfully manages the manifestations and consequences that these processes undoubtedly bring. The openness to the process of globalization also entails great risks

in many areas of human life. An important step is to create all the conditions for the process of globalization in conjunction with the process of ensuring security in these areas. Only by applying the appropriate and effective knowledge and skills acquired in the field of security may the globalization processes be maintained within certain limits, acceptable for the society.

Conclusion. In respect of all of the above, and thus that the process of globalization is a process of intensification of the international interconnections of political, economic, social, information, environment areas, in which the knowledge, skills and competences are acquired in the field of safety, security, in the process of security education, which is a significant factor for the adequate functioning of the system, the highlighting of the importance of security education may be regarded as justified. By the appropriate and effective application of knowledge and skills acquired in the field of security can globalization be maintained within certain limits, acceptable for society.

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