

# WAYS OF FORMING ALGORITHMIC RESPONSE TO LANGUAGE SAFETY THREATS IN CONDITIONS OF INCREASED RISK

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According to the Constitution of Ukraine, a person, his or her life, health and safety are recognized as the highest social value.

Modern security theory is based on the assumption that taking into account the economic capacity of civilization, it is impossible to achieve a state of absolute security. Personal safety is the inverse function of danger, which has threshold values corresponding to the personal properties of a person. Practice shows that the immediate and adequate response of a person to danger largely depends on the outcome of a tragic event. In order to achieve the appropriate level of individual protection, it is necessary to supplement the natural properties of human self-defense with additional artificial systems and means of protection (organizational measures and technical equipment) [1].

In such conditions, education in the field of language safety should form a holistic worldview, which, relying on modern scientifically-based knowledge, will supplement it with an understanding of the inevitability of the existence of dangers in ordinary circumstances, thus contributing to the formation of thinking necessary for making adequate and well-founded decisions regarding the current situation and the skills of active countermeasures against threats at the level of a person, family, society and the state.

Teaching students ready methods of behavior in typical situations is a way to form an algorithmic response to threats. Analysis of the adaptation of student youth to the threats of living space testifies to the existence of a number of problems, namely: traditional formal attitude to learning on language safety problems; lack of an adequate number of qualified personnel; prevalence of reproductive teaching methods; static content lines and teaching methods; the routine of learning; disconnection of educational activities from the student's life needs; neglect of psychological factors of language safety; use of typical training programs.

In the process of learning about language safety issues, it is important to mention not only what a person has learned or remembered about the potential language danger, but also what extent the acquired knowledge is integrated at the level of subconscious, instinctive application and the extent a person will be able to apply in new non-typical circumstances.

The complexity and multifaceted problems of human language safety in the living environment require the involvement of experts from various fields of knowledge and spheres of professional activity in a single scientific and educational system, ensuring their coordination and interaction.

By opening access to informational resources on language safety issues for students and teachers and by inviting experts on language safety issues to participate in educational work, it is possible to create a virtual environment (open educational space) for communication and joint work of students, teachers and experts on various fields of safety and life activities to study the problems of language safety of a person [2]. Such educational system as a student's sphere of activity will undergo constant expansion, absorb all the diversity of connections with the surrounding world and acquire the properties of a dynamic environment that will respond to the problems of society.

The interaction of the student with the elements of the living space reflects the intellectual, reproductive, heuristic and creative activity of the participants of the educational process and causes ideological influence on the formation and development of the educational environment, which at the final stage of training promotes a smooth transition to the self-regulated stage of self-education. The educational environment focuses on the organizational and operational side of the learning process on the problems of language safety of a person and acts as one of the decisive means of solving important management functions in relation to ensuring executive, research and creative activity of the student in the process of studying with problems of language safety of a person in the living space.

Solving the problems of language security, we should focus on the practical application of acquired knowledge and the ability to creatively apply knowledge, transform it to new circumstances consciously and quickly. These levels of mastering the material make the teacher apply the heuristic and research methods.

The use of a problem-based and developmental teaching method during the formation of a system of human adaptation to the threats of the life space allows taking into account the cognitive capabilities of students, their readiness to work according to this method, previous theoretical and practical training, readiness for problem-solving activities (independence of thinking, the ability to determine the main , the ability to search independently) readiness for independent work (the ability to plan one's own work, carry it out at an appropriate pace, exercise self-control).

For remote forms of learning, the problem-search method is more effective, which is used mostly for the development of creative educational and cognitive skills, which

contributes to the meaningful and independent knowledge about the problems of language safety of a person in the living environment.

The application of problematic methods and design technology claims new requirements applied by the participants, which sets the task of education to ensure the training of the future teacher for the high-quality organization of students' project activities on the problems of human language safety.

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