

Strategies For Enhancing Children’s Road Safety: Lessons And Best Practices

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Abstract: The article discusses the importance of road safety education for children and adolescents, focusing on methods from developed countries to reduce traffic accidents and promote safe road use. It highlights age-appropriate, integrated teaching approaches, combining theory with practical exercises like simulators and role-playing. Examples from countries such as Germany, the Netherlands, Japan, and South Korea show significant reductions in child traffic accidents. The article stresses the role of family-school-community collaboration and the use of technology in teaching. It recommends adapting these strategies to Uzbekistan’s educational system to foster a culture of road safety and reduce traffic-related injuries.

Keywords: Safety, culture, vehicle, simulation exercise, cultural approaches.

Introduction: In modern society, the increase in the number of vehicles and the active participation of children and adolescents in road traffic as participants require ensuring their life safety. In developed countries, teaching road safety rules to children has become a crucial component of the educational system. Similarly, systematic efforts must be established in the educational system of Uzbekistan in this direction.

METHODOLOGY

The keeping children safe in traffic highlights effective strategies and research findings on reducing child casualties in traffic while fostering the development of children as safe, active, and independent road users. It emphasizes the importance of education, training, public awareness, vehicle and bicycle standards, safety equipment, and appropriate legislation in ensuring children’s road safety. It discusses the progress made over the past 20 years and offers insights into injury and fatality statistics, providing a comprehensive overview of current trends in road traffic accidents involving children. The focus is particularly on identifying effective casualty reduction programs and strategies, analyzing their success and recommending further improvements. One of its key findings is that the best-performing countries have child road traffic fatality rates that are significantly lower than the average often less than half the average in the highest-

risk countries. As a result, there is considerable potential for improving child road safety in many countries.

It also highlights various policies that have been successful in reducing child traffic accidents, with an emphasis on the holistic approach adopted by the leading countries. These include strategies that address the behavior of all road users, improve the road environment, and design safer vehicles that protect both occupants and vulnerable road users, like pedestrians and cyclists. For instance, it highlights the importance of tailoring educational measures to a child’s stage of development, much like how road safety education for school-aged children must be adapted to their cognitive and physical development. Starting with pedestrian skills, then progressing to cycling and driving skills, mirrors the structured progression of road safety lessons from basic rules for younger children to more complex safety measures for older students, as seen in many developed countries’ educational systems.

Moreover, it stresses the need for ongoing road safety education throughout a child’s schooling, aligning with the principle of “integrated education” mentioned in the methods for teaching road safety. This integration should include subjects like physical education, technology, and environmental studies, which can all be used to reinforce road safety concepts in a holistic

manner.

Practical training is another shared theme. It emphasizes supervised problem-solving approaches to developing cycling skills, akin to practical exercises on simulated road environments (e.g., "road traffic simulators" or "role-playing") used to teach schoolchildren about safe road interactions. This hands-on experience helps children understand real-world traffic situations and react appropriately, reinforcing safe behavior in actual traffic conditions.

Furthermore, both stress the importance of "publicity campaigns". Public awareness campaigns targeting drivers and parents are highlighted to influence their behavior, and the methods for teaching road safety also suggest leveraging community engagement through school-based campaigns that raise risk awareness among children and their families.

"Legislation" and "safety standards", as discussed, are also key in improving road safety, particularly through better vehicle safety features and legal requirements for child restraints. This aligns with the focus in the methods for teaching road safety on introducing measures such as school safety zones, vehicle safety education, and legislative advocacy within the educational framework to protect children on the roads.

Keeping children safe in traffic provides examples of best practices that have been successful in improving children's road safety. These include integrating road safety education into national curricula, using publicity campaigns to influence drivers' behavior, and ensuring that vehicle and road environments are designed with children's safety in mind. The focus on parents as role models also mirrors the emphasis on family-school-police collaboration in teaching children road safety, which is a central element in the methods for teaching road safety rules.

The aim is to study the methods of teaching road traffic rules to school-aged children in developed countries, analyze their effectiveness, and develop recommendations suitable for the education system of Uzbekistan. Tasks:

1. Analyze the pedagogical foundations of teaching road traffic rules.
2. Study the educational methods used in developed countries.
3. Evaluate their effectiveness.
4. Identify the possibilities of applying these methods in Uzbekistan.
5. Theoretical Foundations

Road safety culture is not only about knowing the rules

but also about shaping safe behavior. In developed countries, this process is carried out based on pedagogical, psychological, and social approaches. Key Principles:

Gradualism: Road traffic rules are taught from the age of 6 to 16, considering age characteristics. **Integrated Education:** The rules are not taught as a separate subject but integrated with environmental studies, physical education, or technology lessons.

DISCUSSIONS

Practical exercises: Theoretical knowledge is reinforced through practice using "road traffic simulators", "simulation exercises" and "role-playing".

Experience of developed countries.

Germany: Through the "MobileKids" program (sponsored by Mercedes-Benz), students participate in practical training in a mini-city set up in the schoolyard. Methodological guides for teachers and parents are also developed.

Outcome: The number of road traffic accidents among children aged 6-12 decreased by 30%.

Netherlands: The "Verkeerseducatie" program is a mandatory subject in all primary schools. Each year, a "National Road Safety Week" is held.

Outcome: Children take a "road traffic exam" at the age of 11, which includes both theoretical and practical tests (cycling, crossing roads).

Outcome: The Netherlands has one of the lowest accident rates in Europe among children.

United Kingdom: The "Bikeability" program trains students in safe bicycle riding. Students undergo training in three stages (beginner, intermediate, and advanced).

Outcome: In schools participating in the program, children's road safety behavior improved by up to 45%.

Japan: Each school holds a "Road Safety Day." Practical exercises, such as road crossing simulations, are conducted in collaboration with local police.

Outcome: Over a 20-year period, road traffic accidents among children under 10 years old decreased by 60%.

Additionally, in Japan, children are taught the culture of "walking together" from an early age. This fosters collaboration in ensuring safety on the road.

China: The "Smart Road Safety Education" program uses virtual reality (VR) glasses to simulate road situations, allowing children to experience real-life risks in a safe environment.

Singapore: Mobile applications, such as "Road Sense Junior," have been developed to teach children road signs through interactive quizzes, games, and videos.

South Korea: In each major city, "Traffic Safety Parks" are available, where children participate in practical exercises in a mini-city setup using walking, cycling, or electric vehicles.

Outcome: A 35% reduction in road accidents among children in schools participating in the program, according to a 2022 report by the Seoul Education Authority.

In the context of Uzbekistan, gradually introducing these practices will contribute to a reduction in road traffic accidents and the development of a culture of safe living among children.

Approaches:

1. Approaches based on culture and moral values.
2. Active use of technology in the teaching process.
3. Seamless collaboration between family, school, and community.
4. Shaping safe behavior through discipline and teamwork.

These approaches will serve as a valuable experience for Uzbekistan's educational system, and adapting them to local conditions can help instill road safety culture in children from an early age.

CONCLUSION

In conclusion, both keeping children safe in traffic and the methods for teaching road safety to school-aged children recognize the critical role of education, practical training, and public awareness in reducing road traffic casualties. By adapting these best practices from leading countries and implementing a comprehensive strategy, it is possible to significantly improve road safety for children and help them become responsible, safe road users.

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