

Culture Of Compliance With Occupational Safety In The Education System

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ABSTRACT

This article examines the essence and significance of occupational safety culture in the education system, as well as the social, legal, and organizational aspects of its formation. It substantiates that ensuring safe working conditions in educational institutions is not only a legal requirement but also an important factor in improving the quality of the educational process. The main structural components of occupational safety culture, including intellectual, moral, and practical dimensions, are analyzed, and ways of integrating them into educational activities are identified. Based on the analysis of statistical data on occupational accidents in educational organizations over recent years, key challenges are highlighted and the need to improve the occupational safety system is justified. The article concludes that enhancing occupational safety culture contributes to ensuring human safety and fostering a healthy working environment in society.

Keywords: Occupational safety, occupational safety culture, education system, safe working conditions, occupational accidents, human factor, labor safety, educational institution.

INTRODUCTION

Today, the education system is one of the main pillars of social development, performing not only the function of providing knowledge, but also complex tasks aimed at ensuring human health and safety. Creating a safe working and learning environment for teachers, staff, and students in educational institutions is considered one of the priority areas of modern management.

Occupational safety culture is not merely a set of regulatory legal documents and technical rules, but a social phenomenon associated with each individual's conscious attitude toward their own life and health, as well as a sense of collective responsibility. In particular, the formation of this culture in educational institutions plays an important role in developing safe work skills among the younger generation.

Practice shows that insufficient attention to occupational safety requirements leads to an increase in occupational accidents, work-related diseases, and psychological stress. This, in turn, may result in a decline in the quality of

education and negative social consequences for society.

From this perspective, studying the theoretical foundations of occupational safety culture in the education system, improving mechanisms for its implementation in practice, and enhancing the responsibility of all participants in this process are considered urgent tasks.

At present, the education system should not only be a place of learning, but also a safe environment for every employee and student. The concept of 'occupational safety culture' is not simply a collection of rules, but reflects each employee's sense of responsibility for their own health and the safety of others.

In a modern educational institution, occupational safety culture includes not only the proper condition of technical equipment, but also the stability of the moral and psychological climate. Preventing fatigue, psychological stress, and occupational diseases among teachers and staff should become a priority task of the system. Only a teacher who feels confident that their life and health are protected

can fully devote attention to the quality of education and the upbringing of the younger generation.

A student who grows up observing compliance with safety rules in educational institutions will become a responsible specialist who adheres to discipline and order in production or other fields in the future. Therefore, turning occupational safety rules into a daily habit is not only a professional duty, but also a human responsibility for all of us.

Creating safe working conditions in educational institutions is not only a legal requirement, but also the foundation of a high-quality educational process. Only in an environment where teachers and students feel physically and psychologically safe can high results be achieved. By enhancing occupational safety culture, we not only prevent accidents, but also instill through education a tradition of respecting human dignity in society.

Occupational safety is not only a legal or technical requirement, but also an important component of social responsibility and culture. Paying sufficient attention to this issue in the education system is crucial for teaching the younger generation to create and rationally use safe working conditions.

Occupational safety is a system of legal, socio-economic, organizational, technical, sanitary-hygienic, medical-preventive, and rehabilitation measures and means aimed at ensuring human safety, preserving life, health, and working capacity during the labor process.

In the education system, this concept is important not only for employees, but also for students, as every educational institution operates based on compliance with safety regulations.

Each educational institution should appoint a responsible person for occupational safety, develop occupational safety instructions (for specific professions such as machine operators, electricians, cleaners, laboratory assistants, and others; as well as for specific types of work such as repairs, testing, etc.), and install warning signs.

Students should be provided with knowledge of safety rules during work processes, first aid, and fire safety.

Regular three-level administrative and public control of occupational safety conditions should be conducted in

classrooms, laboratories, workshops, and sports halls.

The three-level administrative and public control of occupational safety conditions is a form of supervision carried out by the employer and trade unions or other representative bodies of employees over working conditions, occupational safety, and hygiene at workplaces, production sites, and workshops.

In forming occupational safety culture, the level of culture is determined not only by knowledge of rules, but also by compliance with them. Therefore, the following areas are important in educational institutions:

- Intellectual culture: understanding the importance of safe work and consciously complying with rules;
- Moral culture: mutual respect, collective responsibility, solidarity;
- Practical culture: maintaining cleanliness and order at the workplace, proper use of equipment.

Educational institutions serve as the starting point for implementing occupational safety culture. In schools, colleges, and universities, this can be achieved through:

- integration into curricula;
- organization of special seminars and trainings;
- conducting practical demonstrations.

When the above issues are effectively addressed, a foundation is created for preventing or reducing occupational accidents in the education system.

Over the past five years, a total of 54 occupational accidents have been recorded in trade-union-member educational organizations, including 2 minor, 32 severe, and 20 fatal cases.

As a result of these occupational accidents, a total of 59 employees suffered injuries or lost their lives prematurely: 22 were killed, 35 suffered severe injuries, and 2 sustained minor injuries.

The causes of these occupational accidents included:

- impact of machines, equipment, and various objects (2 cases);

- electric shock (5 cases);
- slipping and falling (13 cases);
- falling from height (12 cases);
- road traffic accidents (12 cases);
- gas poisoning (3 cases);
- burns (3 cases);
- explosions (4 cases).

CONCLUSION

In conclusion, occupational safety culture is a culture of human safety. By forming this culture in the education system, we not only protect employees and students, but also make a significant contribution to creating a healthy working environment in society.

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