PEDAGOGICAL BASES OF TEACHING "SAFETY OF LIFE ACTIVITIES" IN THE CONDITIONS OF INNOVATIVE EDUCATION

Makhmudov Sodir Yusufalievich
Intern researcher at Fergana Polytechnic Institute
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Abstract*. In this article, technologies are developing and penetrating into all spheres of society and production, new types of dangers for humans are increasing in the period when human manual labor is increasingly being replaced by mental work and artificial intelligence, and the importance of the science of life activity in preventing them. ideas about tasks are given.*
Keywords*: safety, life activity, technology, human, nature, danger, event.*

To date, teachers (pedagogues) cannot distinguish methodology from technology in many cases. Therefore, it is necessary to clarify these concepts. The methodology consists of a set of recommendations for the organization and conduct of the educational process. Pedagogical technology is a set of activities that renews the professional activity of a teacher (pedagogue) and guarantees the final result in education in the direction of a predetermined goal.

The variety of definitions aimed at clarifying the concept of pedagogical technology, on the one hand, shows that this topic is being solved at one level or another in developed countries, and on the other hand, it represents a certain result of attempts to introduce pedagogical technology into pedagogical practice. Currently, there are enough opportunities to combine the scientific potential of specialists in our country, because the unity of theory and practice paves the way for determining the true essence of pedagogical technology. Therefore, it is impossible to look at pedagogical technology as a separate branch of pedagogy or as a system aimed only at optimizing educational practice. Pedagogical technology reflects activities within the framework of combining theoretical and practical research in this field.

The organization of problematic or controversial activities according to the students of educational programs is important in the development of critical and analytical thoughts. Two types of discussion classes are used in the educational process: scientific discussion classes and free-thinking classes. These types of methods are an important structural element of interactive education. Currently, there are more than 100 types of interactive methods, and each of them can be used effectively in the educational process, depending on the nature of the educational material, the age and psychological characteristics of the students. Interactive method - by increasing the activity between students and the teacher in the educational process, it serves to activate the learning of students and develop their personal qualities. The development of pedagogical innovation in our country is related to the contradictions between the demand for the rapid development of the school and the inability of pedagogues to implement it. The general application of news has expanded.

Pedagogical Technologies Center;

- determines the direction of information;
- scientific and methodical help in implementation and application;

• prepares methodological manuals, programs and methodological recommendations for publication and sends them to the pedagogical press;

• creates a set of best practices in the rating system, pre-school preparation of students, introduction of State educational standards;

• studies experiences in the field of education in foreign countries, compares and prepares recommendations;

• trains implementers, improves their skills, organizes experience exchanges;

• conducts cooperation with scientists and researchers in the field of pedagogy; dynamically monitors the application of innovations;

• holds Republican scientific and practical councils and conferences on innovation;

• provides training institutes, district methodical and school pedagogic councils with new information. Between the use of pedagogical innovations and the link that collects them and scientifically prepares conclusions - Pedagogical press is mainly publishing work, publicizing, delivering them to wide pedagogical teams, scientific and pedagogical staff, receiving their suggestions and comments, experience - engages in further improvement of innovations based on test results.

In the life process, the interaction of a person with the environment and its constituents in accordance with the law of preservation of life between the elements are based on the system of flows of matter mass, all types of energy and information.

Currents in the law of life preservation are necessary for a person to satisfy his needs for food, water, air, solar energy, and information about the surrounding environment. At the same time, a person separates the flow of substances of a certain mass, thermal energy and other energy flow in the form of outputs of biological processes related to his conscious activity (mechanical, intellectual energies) during his life phase. The flow exchange of substances and energies is also characteristic of processes without human participation.

The development of pedagogical innovation in Uzbekistan is connected with the demand for the rapid development of the movement of pedagogic scientists (S.Gulomov, B.Farberman, U.Nishonaliev, N.Sayidakhmedov, M.Ochilov, M.Makhmudov, etc.). Therefore, the demand for new knowledge, the need to understand the concepts of new "innovation", "innovation", "innovation process" has increased. Rapid development of science and technology is fundamentally changing the image of industry and agriculture in our independent country.

Many professions in today's production demand to attract not only educated people, but highly developed, creative and independent thinkers. Therefore, at each stage of the process of training qualified personnel, it is necessary to carry out certain tasks regarding the effective organization of education and its promotion to higher levels. In this methodical development, the organization of the educational process based on the approach to pedagogical technology and its implementation, that is, by clarifying the educational goals, achieving a certain result and independent thinking of learners, in this way, achieving high efficiency in the educational process, etc. is discussed.

Currently, the use of advanced methods of teaching in the educational process leads to high results in the educational process. It is appropriate to choose educational methods based on the didactic task of each lesson. Keep the traditional lesson format After choosing discussion as the main method of education, this teaching method began to be widely used.

The case-study method of teaching based on the analysis and solution of practical situations was first used in 1870 at the Harvard Law School. Analysis and discussion of specific situations in economic practice. Case-study (from English case - collection, specific situation, study - education) is a specific real or artificially created situation that is described in the case and guides learners to express the problem and search for options for its appropriate solution. Is an educational method based on problem-situational analysis? Case-study is a set of optimal methods of education, information, communication and management that provide guaranteed achievement of predictable educational results in the process of implementing the educational goal and solving the practical problem situation described in the case. and is an educational technology that consists of a set of tools. The concrete situation described in the case connects learning to reality: you need to analyze the problem-solving situation, form predictions, identify problems, collect additional information 'work, it allows to clarify estimates and design specific steps.

It provides the following as a teaching method:

• to strengthen knowledge on the studied subject, course (after theoretical education);

• acquire the skills of analyzing problems and making decisions individually and in groups;

• to develop creative and learning abilities, logical thinking, speech and the ability to adapt to environmental conditions;

• preparation for innovation, independent decision-making;

• formation of responsibility, independence, communication and empathy, reflection; self-assessment of the quality of learning information (at the end of the training program).

Statement of the problem:

1. The problem determines the conflict between the sufficient need to take some action and the lack of conditions for its implementation.

2. Divides the main components of the problem (sub-problems). The program card of the case will consist of a structured list of the main issues (theses) that will be the basis for collecting information and describing the situation for the case.

Pedagogical annotation includes the following elements:

1. The subject, department, subject, level of education, course for which the case is intended are indicated.

2. The intended purpose of the case (educational purpose, planned educational results).

3. Preliminary knowledge and skills that students should acquire in order to successfully solve the case.

4. Information that the case reflects the activity of a real institutional system or describes a situation artificially modeled by the case specialist.

5. List of sources of information.

6. Description of the case according to its characteristics (plot, presence of the case object, method of presenting the material, size, structural features, method of presenting the educational task, drawing method).

7. List of educational subjects to which it can be applied when the goal of the case is changed and, accordingly, its organizational and methodological support. A case is a description of a specific problem situation that occurs in production. The case method is a method of analyzing and solving production issues in training, in which the participants are invited to think about a real life situation, and in this situation, not only a practical problem is expressed, but it is necessary to

master it in the process of solving the problem in it. training material is also represented. Developing ways to prevent problems is the main goal of Case-based learning technology. This technology helps to strengthen the knowledge of the studied subject in the process of solving practical situations, acquire the skills of analyzing problems and solving them individually or in groups, creative and learning abilities, logical thinking, speech and environment helps to develop the ability to adapt to circumstances and to make independent decisions and self-control.

The algorithm for solving cases in training sessions is as follows:

1. Giving the task (setting the deadline for completing the task, introducing the assessment system of the case solution, determining the technological model of the lesson).

2. Teacher's introduction. Asking the main questions.

3. Divide learners into microgroups of 4-6 people.

4. Organizing the activities of learners in microgroups (naming microgroups, identifying leaders and an expert group).

5. Organize familiarization with answers in microgroups.

6. Organization of microgroup discussion.

7. Summarizing words of the teacher his opinion on the solution of the situation.

8. Evaluation of learners by experts.

9. Learners' opinions about training.

10. The teacher's closing words. Drawing conclusions on training. When solving cases, the teacher should guide students and use their activity, arouse interest in the problem being solved.

The use of cases in the educational process forms the following professional-pedagogical necessary qualities in the person of learners:

- develops the ability to think independently and creatively;
- teaches to be truthful;
- forms an integral connection between theory and practice;
- helps to formulate a new problematic situation;
- when solving situations, it allows to take into account the presence of factors affecting it and their impact;
- forms the ability to accept the opinion of others;
- creates a culture of questioning;
- educates a sense of responsibility for the decision made. When solving cases, it is necessary to pay attention to the following: identifying the main problem and the factors influencing it, distinguishing the main and secondary factors, considering the alternative solution to the problem, and making the most optimal decision. Analyzing cases in writing helps to gain a deeper understanding of the problem described in it, or written speech is one of the most effective ways to develop independent, creative thinking skills in the International RWCT program. Scientific research and practical observations, solving such cases in the classes of pedagogy, teaching methodology and the basics of pedagogical skills, not only increases the activity of learners, but also develops the ability to think independently and is important in preparing them for future independent pedagogical activities.

Indicators of students' abilities to study in case-study conditions: - each student's acquisition of methods and tools of scientific research and analysis;

- to develop the skills of working in small groups, participating in brainstorming and discussions;

- drawing (instructions, algorithm) for students' analysis of the problematic situation;

- to introduce the techniques of evaluation and selection of the priority idea of the problem solution. Preparation of the teacher: In addition to the simple preparation for the lesson, the teacher who conducts the case-study practice also does the following: - carefully analyzes the situation, a solution that can be offered to the students to analyze the problem situation and solve it how many models does it make;

- develops indicators and criteria for evaluating the options offered by students for the solution of the situation.

- prepares his own solution to the problem. The use of the case study method in the teaching of specialized subjects helps students to think, develop problem-solving skills, strive for discoveries, form cooperation and partnership qualities, create a plan for solving tasks given by the teacher, and most importantly, to students creates an opportunity to provide education and training by being able to solve the problem and discuss it independently.

This education creates conditions for recognition of the student as a value, based on the interaction between the teacher and the student, based on cooperation and freedom of choice. Usually, the following types of person-oriented educational technologies are distinguished:

1. Modular educational technologies.
2. Problem-based educational technologies.
3. Interactive educational technologies.
4. Individual education technologies.
5. Distance education technologies.
6. Computer educational technologies.
7. Cooperative educational technologies.
8. Project educational technologies.
9. Programmatic educational technologies.
10. Differentiated educational technologies.
11. Developmental educational technologies.
12. Game technologies.
13. Gender education technologies.
14. Power-saving educational technologies.

Person-oriented education used in classes of chemistry of complex compounds is education aimed at the development of the student's personality, characteristics, abilities, taking into account the strategy of thinking and action.

The following conclusions were reached as a result of the research carried out on the topic of improving the methodology of teaching Life Safety on the basis of teaching in technical higher education institutions in the conditions of innovative education:

1. The methodical system of teaching the science of life activity safety in technical higher education institutions in the conditions of innovative education was defined on the basis of simplifying the innovative activity of the teacher, the psychological-pedagogical components of the didactic process of the student's independent education, the variability of experimental activities in the innovative educational environment.

2. The components of the creative approach to the methodological aspects of life safety education were improved based on the introduction of professional frontal laboratory work to the

future technical engineers' individual psychological motivational-emotional and volitional characteristics, as well as the individuality and variability of the student's educational activity.

3. The model of improving the quality of students' knowledge of the science of life safety, based on the conceptual foundations of the science of electrical machines, based on the professional differentiation of educational processes, the intensity of the feedback of the methodological, activity-technological, personal-resultative levels of the organization of the teaching process of the life safety science improved.

4. The motivational-valuable, figurative, practical components of the life safety science were improved based on increasing the experimental aspects of problematic and contextual teaching, self-development of students, individualization of experimental activities, and the inclusion of interdisciplinary practicum parameters in the environment of variability.

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