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Use of Innovations and Foreign Experiences in Education of Students on Life Safety

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ABSTRACT

The article provides theoretical information and analysis of innovations and best foreign practices used in teaching students about life safety. There are also innovations, interactive methods, case studies, cases, assignments used in practical training.

Keywords:

Life, safety of life activities, emergencies, training, innovation, foreign experience, methods, knowledge, problem, quality of education, efficiency.

Life safety education includes issues such as the relationship of human activities to the environment, occupational safety and security in emergencies. Educating about life safety is a theoretical basis for safety that can be applied to any type of activity. In this context, the Universal Declaration of Human Rights, adopted by the United Nations, pays special attention to the issues of life, freedom, labor and inviolability. The purpose and main task of education on life safety is to conduct economic issues in close connection with the protection of the environment. The future of any society is determined by the level of development of the education system, which is an integral part of it and a vital necessity. Today, the reform and improvement of the system of continuing education of our country, which is on the path of independent development, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies and increasing the efficiency of education has risen to the level of state policy. Resolution of the Republic of Uzbekistan No. PP-3775 of June 5, 2018 "On additional

measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country", as well as "On Education" adopted on September 23, 2020. The content of the Decree of the President of the Republic of Uzbekistan PF-6108 "On measures to develop education and science in the new period of development of Uzbekistan", signed on November 6, 2020, is a proof of our opinion. One of the most pressing issues today is the use of innovations and advanced foreign experience in the process of mastering by students the knowledge of life safety in higher education institutions. Leading scientists and representatives of the industry Nigmatov I, Tojiev M, SV Belov, LA Mikhailov, HE Goipov, GY Yormatov, AL Khamraeva, A. Kudratov, T. Ganiev Textbooks, manuals and scientific articles by O.Yuldashev M.Yu.Yunusov, E.J.Ikramov were created, as well as pedagogical scientists B.Ziyamuhamedov, S.Saydakhmedov, M.Usmanbaeva, N.Azizkhodjaeva, R.J. The Ishmukhamedovs conducted research on

innovations used in the teaching of each discipline. It is well known that "innovation" means innovation, the introduction of a new idea. The following innovations and educational technologies are used in developed foreign countries in the knowledge of life safety. These are: modular learning system, reference text method, project method, Blended learning, Keys stage, distance learning. We will study the teaching of life safety on the example of Russia and Spain from foreign countries. The Russian Federation is making clear and continuous preparations for the safety of the population, including schoolchildren. In the Russian Federation, since 1991, the course "Fundamentals of Life Safety" has been taught in secondary schools, as well as "Human Security and Protection in Emergencies" and "Civil Defense" in almost all universities. For more than 20 years, the country has been training specialists to teach this subject. In the course of teaching courses such as "Security in educational institutions", "Social hazards and protection from them", "Theory of life safety and methods of study", students are provided with extensive information about the state of teaching this subject in foreign educational institutions. If we study the preparation of Spanish youth in the field of life safety, it should be noted that in all preschool institutions, whether public or private, safety training is conducted. Although Spanish schools do not have a separate course similar to the Russian Basics of Life Safety course, students learn about safety in other disciplines. Spanish schools have a routing algorithm, with guidelines developed by the centers of the Ministry of Education responsible for the safety of schools and kindergartens, that students are introduced to during class and with the class teacher during educational hours. Many universities and colleges have a subject in their curriculum, "Safety and Hygiene," which is taught by qualified security professionals. The subject is designed for 75 hours and is designed to last 3 months. This subject consists of theoretical and laboratory classes, after which the final test is passed. The subject covers the following issues: domestic safety, environmental safety, hygiene and health,

safety in the use of electricity, safety in the use of chemicals, fire safety. Humanities universities, especially those that train teachers, also have a course on "Safety and Hygiene", which teaches children the rules of first aid for various injuries and injuries. In the process of mastering these and other similar courses, students will also learn safety guidelines. Topics related to social security are taught directly by police, medical staff and politicians. Anti-drug seminars and lectures with the participation of police and medical staff are organized at educational institutions. Students will be introduced to the hazards of production and ways to protect themselves from them in practice. Any education reflects the activities of the teacher and the student, that is, the activities of the teacher in teaching and the student's learning, in other words, the direct, indirect and relative relationship. In particular, the use of advanced pedagogical innovations in the classroom allows to increase the effectiveness of the lesson, to involve students in almost 100% of the lessons, to form in them the knowledge, skills and competencies on the subject. As an example of practice, we show what innovations and methods we use from foreign experience in teaching the topic "Natural FVs, their classification and description":

Topic of the lecture: "Natural Emergencies, their classification and description"

The purpose of the training:

- 1) to give students an idea of natural disasters, their classification, protection of the population and the territory from natural disasters.
- 2) the topic is covered using new innovative technologies (test, insert table, problem problem).

During the lecture it is possible to conduct a blitz-survey on the topic, to work on the following tasks on the basis of the strategy "Syndicate":

- 1) the teacher asks students a series of questions on the topic;
- 2) students should answer the questions without waiting in line;
- 3) if one student's answer is incorrect, then the second student can give the correct answer;

4) After answering all the questions in this way, the blitz-questionnaire is completed (this method can be used collectively, in groups and individually)

The task is performed as follows:

1. Students are divided into three small groups.
2. Each group verbally and graphically develops information about a particular natural disaster, including traffic and protection measures.

The following problematic situation or case can be proposed on the topic of "natural emergencies":

Problematic situation

In the heat of the summer, the woman on the bus turned pale and fainted, breathing heavily and her blood vessels beating fast. Indicate the type of accident and write down the order of first aid.

Answer: The sun is beating on a woman. First aid.

1. Take to fresh air.
2. Call an ambulance at the same time.
3. Prescribing drugs that increase heart function.
4. Wipe and moisturize the temples with a cotton ball soaked in rubbing alcohol.
5. Sprinkle cold water on the face.
6. Drink cold water.

The following instructions are given to students:

1. Understand the essence of Keys enough.
2. Based on the given resources, identify the factors that serve to find a solution to the problem.
3. Distinguish the factor (or two factors) that are most relevant to the problem from the identified factors.
4. Try to justify the solution based on these factors.
5. Describe the solution.

In addition, when we organize practical training on this topic, the use of the method of drawing "B-B-B", the method of "T-drawing", the method of "Analysis of concepts", the method of "Assistance" gives good results. From the above, it can be concluded that in foreign educational institutions, young people are constantly provided with knowledge about the safety of life activities. According to his age,

the child is taught the rules of danger, safety and behavior, the rules of self-help and self-help. If advanced foreign experience is used in our education system, I think it will help to train future life safety specialists in our country, in short, to improve the knowledge, skills and abilities of all citizens in life safety and prevent risks in emergencies. We would have achieved significant success. Today, in developed countries, significant work is being done to improve the quality and efficiency of the educational process. In the education system of our country, the advanced methods of developed foreign countries are being applied without deviating from the adopted normative and legal documents on our mentality, Uzbek traditions and the education system. Using the existing experience in ensuring the effectiveness of the educational process, we can recommend the following:

Enrichment of teachers' work experience in the activities of higher education institutions of the republic through the effective application of best practices and modern pedagogical technologies in the practice of education in developed countries and the establishment of a creative, innovative approach to the effective organization of the educational process;

- Collection and dissemination of local experience in improving the quality and effectiveness of education, with special emphasis on increasing the learning activity of students in higher education.
- Given the importance of timely, accurate and prompt pre-hospital care in various emergencies, it is the duty of every citizen to provide this type of care, it is advisable to teach students in universities the subjects necessary for health and safety.

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