



Pedagogical Model Ensuring the Life Safety of Students of Higher Educational Institutions

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ABSTRACT

Scientifically studied global environmental problems with the participation of people, abiotic, biotic and anthropogenic factors, their causes, the pedagogical model of teaching students in higher education, the pedagogical foundations of protection from these problems. There is a scientific approach to the aspects that need to be considered when teaching students to ensure life safety.

Keywords:

Abiotic, Biotic, Anthropogenic, Pesticides, Oil Products, Ecology, Science, Protection.

From time immemorial, nature and man have interacted with each other according to certain laws, the violation of which leads to irreversible processes, various kinds of catastrophes.

Before nature threatened man, but now man threatens nature. The farther, the more humanity has an impact on the biosphere, our relationship with nature, the environment, leaves much to be desired - everyone recognizes this now.

There are several regions in Uzbekistan with a particularly tense environmental situation. Our Republic in the recent past was a zone dominated by cotton monoculture. The lack of a true owner of land and water and many other mistakes of the past gave rise to the problems of the Aral Sea and the Aral Sea.

There are other pain points as well. These are groundwater pollution by oil products in the Tashkent region. This is the Syr Darya, where water, air, and land are poisoned by emissions from the Tajik aluminum plant. This is a problem with drinking water and others.

The number of plant and animal species is declining. But this is a kind of ecological barometer. But the most alarming is the harmful impact of emissions from vehicles and

enterprises on human health. The efforts of the State Committee for Nature Protection bring positive results. The ecological situation in the Republic has somewhat stabilized. Systematic work is underway to fulfill the requirements and provisions of environmental laws. Water was used more economically for irrigation in agriculture, and the growth of pollution of the Amudarya and Syrdarya rivers stopped. The use of pesticides and mineral fertilizers in agriculture has been reduced. These examples are the result of environmental education.

Since education is a state matter, it is necessary to start with the preparation of a state strategy for environmental education and upbringing. The basis of environmental education and upbringing is the concept, which notes that it is necessary to teach a person to make environmentally competent decisions in the field of nature management.

This task can be solved by creating a unified continuous system of education and upbringing in the field of nature management.[1]

This task can be solved by creating a unified continuous system of education and upbringing in the field of environmental protection, including preschool education,

teaching children in secondary schools, training highly qualified workers in vocational colleges, training specialists in the field of environmental protection with special and higher education, qualifications and retraining of executives, specialists of the national economy and teaching staff in the system of postgraduate education, training of scientifically qualified personnel.

Life requires the search for new approaches that provide scientific substantiation of the tasks and the content of professional, including environmental, training of a modern teacher. Environmental training of university students is an integral part of the pedagogical process of higher education, its functioning is based on the unity of socio-political, social and psychological-pedagogical training.[2]

The writer M. Prishvin said: "To protect nature means to protect the Motherland." These words, full of the deepest meaning, can be considered a motto for friends of nature. For example, natural science provides ample opportunities for environmental education of students, the formation of their responsible attitude to the environment. The success of environmental education depends not only on students' understanding of its goals and objectives, but also on the creation of the necessary conditions for their implementation in the educational process.

During this period, students have an active process of acquiring knowledge, developing abilities and interests; they are very responsive and receptive, therefore, we must strive to ensure that this process is purposeful, so that a responsible attitude towards the environment becomes the norm of their life. They need to be done convincingly, interestedly, emotionally.

Communication with nature evokes aesthetic experiences in students, as it, with its brightness, amazing variety of forms, sounds, aromas, affects all the senses, arouses interest and the need to know the world around and the desire to take care of the safety of its riches. Students enjoy the singing of birds, the flight of butterflies, the early flowering of plants. However, there are still such students who catch and torture insects, destroy anthills, bird nests,

trample and tear plants needlessly. Often they harm nature not out of malice, but out of ignorance, without thinking about the consequences of their actions. These examples testify to the need for environmental education of students, so that for each of them nature becomes not only a living laboratory where you can study the life of its inhabitants, but also a school for the rational use, multiplication and preservation of its wealth. Therefore, the further development of interest in nature, the prevention of a heartless attitude towards animals, manifestations of cruelty, callousness and neglect depend on the teacher, his purposeful and systematic work. It is very important not only to teach students to look admiringly and respectfully at the world around them, but to perceive the facts of a rude attitude towards it with anxiety and experience.

The development of science and technology, the increase in the population, the intensification of cultural and educational work has further increased the relationship between man and nature, as a result of which anthropogenic factors have arisen. These factors, along with natural factors, have become a threat to humanity. Preventing emergencies, mitigating the consequences, reducing tensions, protecting the health of mankind, and reducing the scale of serious damage to the environment has become a requirement of the time.[4]

The issues of health protection, the creation of a safe and healthy environment, the provision of cultural and domestic well-being for the people, specified in the law of the Labor Code of the Republic of Uzbekistan, are a global problem of mankind.

One of the priorities of the state policy of our country is the protection of the population and territories from natural and man-made emergencies, ensuring security, and achieving sustainable economic development.

And this, in turn, involves predicting emergencies, warning the population about an impending threat, prompt action in case of emergency, preventing human losses, reducing the amount of economic damage, ensuring the safety of the life of citizens of the Republic of Uzbekistan is based on the articles specified in the Constitution and the Labor Code of the

Republic of Uzbekistan, in the laws "On the Protection of the Population", "On the Protection of Nature", "On the Protection of the Population and Territories in emergency situations" and other regulatory documents.[8]

Issues related to the safety of life of the population and citizens are reflected in the constitution of the Republic of Uzbekistan. Creating favorable conditions for a sober lifestyle and taking the necessary measures to implement them is the main task of the state.

The law "On the protection of the population and territories from natural and man-made emergencies" states that training in emergency situations in general education schools, academic lyceums, vocational colleges, as well as in higher educational institutions, in production and places of residence of the population is mandatory [7]

On this topical issue, that is, in the development of the theoretical concept of the problem, a number of scientists (S.I. Khusanova, E.V. Kodirov, A.K. Norkhuzhaev, I. Rakhmonov, I. Khabibullaev, M. Yu. Yunusov, S. V. Balenko, D.P. Voronin, B. Davis, G.V. Zhuravel, A.P. Zaitsev, A.A. Ilvin and others) conducted fundamental research, the results of which were published in scientific journals, guidelines and textbooks.

Professor E.O. Turdikulov, V.A. Kharitonov, V.A. ", A.G. Gumerov, H.A. Azmetov and others "Organization of restoration work after earthquakes", P.A. Baranov "Emergency and restoration repairs of main pipelines", Yu.M. Bukrinsky "Prevention of accidents of steam boilers". Also, these problems are reflected in the works of scientists from foreign countries. For example, in the studies of I.D. Zveriev, A.N. Zakhlebny, I.T. Suravegina, I.T. Ponamoryova, G.I. Ogorodnikov, V.D. and theoretical foundations of nature protection. To ensure the life safety of students in the process of studying at the university, these and other research works give students the opportunity to choose one or another scientific topic.

In this regard, in our opinion, the following areas are an integral part of this study.

- identification of pedagogical foundations for ensuring the life safety of students in higher educational institutions, the development of

scientific and methodological recommendations aimed at ensuring life safety;

- study of sources on the topic, their analysis and generalization;

- substantiation of the fact that ensuring the life safety of students in the learning process is an urgent pedagogical problem;

- development of the content, form, means and methods of ensuring the safety of life of students in extracurricular conditions;

- development of scientific and methodological recommendations and increasing efficiency in ensuring the safety of students' life in the learning process.

Recommended reading

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