

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

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Annotation: *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.*

Key words: *Safety, life activity, technology, human, nature, danger, event.*

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.

Cooperative education is an education that represents the joint acquisition of knowledge by students in a team, small group, and pair, mutual development, and the cooperative organization of the "pedagogue-student(s)" relationship in the educational process, and its main purpose is It is considered to complete educational tasks in a team, in small groups or in pairs, together and in mutual cooperation. Cooperative learning is important in the chemistry of complex compounds. In particular, performing laboratory exercises in a team, in small groups or in pairs together, in mutual cooperation, improves the ability of students to think independently, and because of the fact that they worked as a team, relationships of mutual friendship and respect for each other are formed.

Areas of cooperative education:

- organization of relations based on educational cooperation;
- individual approach to students based on humanitarian ideas;
- the establishment of professional and spiritual unity in the educational process

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Collaborative educational technologies - technologies of an educational description that ensure the joint acquisition of knowledge by students in a team, small group and pair, and mutual development, as well as the cooperative

organization of the "pedagogue-student(s)" relationship during the educational process. .

Structural elements of cooperative educational technologies:

1. Use of basic synopsis (chemist, mathematical and chemical formulas, theses, explanatory pictures, brief summaries, symbols, schemes, graphs, tables, diagrams).
2. Testing knowledge based on a test.
3. Evaluation of students' learning indicators.

Principles of collaborative learning technologies:

- mutual unity of pairs and small group members;
- responsibility of each member for personal and group success in pairs and small groups;
- organization of educational activities based on cooperation in a small group;
- general assessment of group and team work.

Characteristics of collaborative learning technologies:

- paying attention to the personality and individuality of the student;
- denying the assimilation of ready-made knowledge and their redevelopment;
- development of independent and critical thinking in students;
- to ensure the emergence of a positive attitude towards the pedagogue and peers;
- development of students' cultural communication skills;
- creating an environment based on cooperation and mutual equality.

When using collaborative learning technologies, students receive education in the following ways:

- 1) in the team;
- 2) in a small group;
- 3) in pairs.

Option 1. Learning in a team. The team is aware of the achievements of each student, because the team is interested in the successful learning of the learning material by each student. After all, the success of the team depends on each student and his achievement, on the solution of the problem set before the team. It is very important to use the chemistry of complex compounds to develop collective learning, especially independent learning. A chemical or technological process is divided into parts for students and distributed to the team. The team together forms a whole project from these process parts.

Option 2. Learning in a small group. The student is 4-5 people, unites in small groups and works on the educational material given as a block. Each student works individually on the material. Then students from one group go to other groups one by one, and after giving information to their peers as an expert on the material they have learned, one of them informs their group with the information they have

learned from their peers. introduces his team members. In this case, it is required to listen carefully to the partners, to record the necessary information in their notebooks. At the end of the lesson, the teacher asks any student to answer questions on the studied topic.

Option 3. Work in pairs. Students are divided into pairs. Each pair receives a separate assignment on a single topic. On the basis of joint work, the members of the pair absorb the material given to them. Then they give information about it in front of the team. When using collaborative learning technology in complex compound chemistry, students are required to:

- achieving cooperation with partners and teammates;
- active work, responsible approach to the assignment;
- having a positive attitude towards a partner or group mates;
- feeling responsible not only for one's own achievement, but also for the success of one's partner and group;
- feeling that working in pairs and groups is serious and responsible work.

Cooperation in educational technology is based on the principle of "teacher-student cooperation" and is used in the following forms:

- conducting small researches;
- participation in a competition organized by science;
- preparation for science olympiads;
- preparation of joint projects;
- publication of scientific articles in creative cooperation;
- creation of educational resources in creative cooperation.

Procedure for using collaborative learning technologies:

- students (4-5 people) work in small groups;
- uniform training material is provided for the team;
- each group finds an answer to a separate question;
- an expert group is formed;
- this group gets to know the work of each group in detail;
- the expert group has the opportunity to individually assess the performance of each student;
- the points collected by the students are summarized and the activity of the small group is evaluated;
- the team with the highest score is considered the winner.

The strategy of "openwork saw" (fr. "ajour" - passed from one side to the other, open on both sides) divides the whole topic into several parts, based on the clarification of its content, students' ability to master them thoroughly, to convey their knowledge to others is guaranteed to have. In this process, students work with ready-made texts.

Controls of innovative description. In modern conditions, innovative tools are used not only to organize the educational process, but also to control the educational activities of students. At this point, two of such tools - educational portfolio and "Assessment" technologies will be discussed [99].

In recent years, in modern education, there has been a growing need for meaningful improvement of the professional and educational activities of the pedagogue and the student, as well as a sufficient and objective assessment of the quality of both types of activity based on certain indicators, which is especially important for independent education. is important in the circumstances. The portfolio serves to provide an opportunity to indirectly assess the activity of the pedagogue and the student, to analyze to what extent it is qualitative and effective. In addition, portfolios give pedagogues and students the opportunity to indirectly get to know commission members with their personalities and activities during various examinations.

Assessment technology is a set of tasks that provide an opportunity to comprehensively and objectively assess the level of knowledge, skills and abilities of students. , consists of creative work, test, individual case, presentation, expert observation, role playing and business games.

The technology mainly serves the following three purposes:

- 1) comprehensive, impartial assessment of students' knowledge, skills and qualifications;
- 2) to determine the possibilities of developing students' knowledge, skills and qualifications;
- 3) to develop students' knowledge, skills and abilities formation of a prospective plan (targeted program) that will serve.

Didactic essence of project educational technologies. A project is a product of efforts aimed at developing the content of pedagogical activity, guaranteeing its results based on a specific plan and goal. The project is presented in the form of a program, model, technological map, etc. The basis of the project is an idea with a scientific or creative description.

Projecting is a practical action aimed at developing the content of an activity or process by estimating, predicting, and planning the expected result based on initial data.

A teacher to create a project:

- creating a project;
- step-by-step explanation of the process;
- clearly defining the goal;
- determination of appropriate tasks;
- formation of the content of educational material;

- developing a system of questions and assignments; - justification of the methodical structure of the process or event;

- it is necessary to have skills and qualifications such as diagnosing the student's level of knowledge and evaluating the level of education.

Designing the educational process is the development of its project, taking into account all factors for the effective organization of a separate educational process.

Laws of educational process design:

1) the effectiveness of the design of the educational process is ensured by the appropriate coverage of all components (technological process, technological process management, tools, information, socio-economic provision) in the project;

2) technological means of education are selected depending on the individual characteristics of students;

3) design strategies are selected according to the individual method of the pedagogue;

4) the quality of the design depends on the scope of feedback (between the teacher and the student), the content of the design, and the effectiveness of all factors.

In the course of education, the teacher uses one or another method of teaching during his work. The word "Method" means "What to do?", "How to do?" is determined by finding answers to the questions. In the meaning of the concept of method, means, methods and ways of performing certain tasks and achieving certain goals are understood. Based on these concepts, it can be said that the teaching method is defined as the method of work of the teacher and students, the teacher and students, and by means of it the acquisition of knowledge, skills and abilities is achieved, worldview is formed and abilities are developed. And these play an important role in mastering general professional knowledge, skills and abilities of the future teacher from general specialties. As practical training, he can form professional training on the basis of laboratory exercises allocated in the educational stages of general professional sciences.

Laboratory work, demonstration experiments, independent work. These types of training are of great importance in the process of teaching chemistry. Since the chemistry of complex compounds is an experimental science based on practical experiences, theoretical knowledge about it can be thoroughly mastered only on the basis of conducting appropriate demonstration experiments, performing laboratory work and solving problems. Therefore, in the teaching of the chemistry of complex compounds, in addition to providing students with theoretical knowledge, it is necessary to organize and conduct laboratory work, demonstration experiments, independent education to strengthen, deepen, expand and connect this knowledge with practice. It is one of the important components. During the research, it was

found that there are some problems in teaching chemistry in a practical way. In particular, in some cases, there is a lack of all teaching-laboratory equipment in chemistry in higher education institutions. In such conditions, it is necessary to organize and conduct training in virtual form. This shows that it is necessary to carry out separate research works.

Control works. Control work in the science of chemistry of complex compounds in higher education institutions is related to checking the results of students' theoretical and practical mastering of the educational material. Independent work. Independent work of students can be individual, pair or group. It is known from existing experiences that organizing mutual support among group students during independent work shows its positive aspects. Thus, the technological preparation of the future teacher of chemistry can be considered as the result of acquiring deep, technological knowledge, skills and abilities within the framework of specialization. The result of the teacher's activity is seen in the level of knowledge acquired by the students. These are manifested in: technical and technological knowledge, results of activities in the preparation of simple products, professional flexibility, skills and abilities in performing technological operations, organization of independent work and other processes. The principle of instruction is reflected in the teacher's use of various educational manuals and audio-visual (audio-visual) technical means of teaching, in their pedagogically appropriate design.

Instructional manuals are tools used to train students in the method of creating clear (mainly visual) images of studied objects, events, and processes. Depending on the description of the knowledge to be acquired, imagination, understanding, life and work experience of the students, and the concrete tasks of the lesson, instructional manuals fulfill different characteristics in teaching. They can serve as a source of knowledge, as well as a picture that the teacher uses during the presentation, explanation, conversation. Often, these two tasks can come together in a complex way.

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