



PEDAGOGICAL BASES OF TEACHING "SAFETY OF LIFE ACTIVITIES".

Makhmudov Sodir Yusufalievich

Intern researcher at Fergana Polytechnic Institute

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.*

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. Practitioner in the selection of pedagogical innovations

Pedagogical Technologies Centerl;



- 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 works, popularization, 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 of Yu.N. 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 the movement of pedagogical scientists (S.Gulomov, B.Farberman, U.Nishonaliev, N.Sayidakhmedov, M.Ochilov, M.Makhmudov, etc.) school 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 shown.
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 intended purpose of the case and its organizational and methodological support change. 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, to 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. Assigning 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. will be

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.

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.

LIST OF REFERENCES:

1. O'zbekiston Respublikasining Ta'lim to'g'risida Qonuni. 2020 yil 23 sentabr. O'RQ-637-son
2. O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida. O'zbekiston Respublikasi Prezidentining PF - 4947 - son Farmoni. 2017 yil 7 fevral.
3. O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida. O'zbekiston Respublikasi Prezidentining PF-5847-son Farmoni. 2019 yil 8 oktabr.
4. Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularni mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida. O'zbekiston Respublikasi Prezidentining PQ-3151-son qarori. 2017 yil 27 iyun.
5. Abdullaeva B.S. Fanlararo aloqadorlikning metodologik-didaktik asoslari (Ijtimoiy-gumanitar yo'nalishlardagi akademik litseylarda matematika o'qitish misolida): Ped. fan. dokt diss. avt. –T., 2006, - 49 b. 49.
6. Bazarova S.D. Oliy texnik ta'limda kasbiy yo'naltirilgan o'qitish texnologiyalarining tizimli asoslanishi: Ped. fan. dokt diss. avt. –T., 2009 - 36 b.
7. Rahnomoyevich, D. M., & Yusufalievich, M. S. (2021). Life Safety As A Secure Way Of Interaction With The Environment. *The American Journal of Applied sciences*, 3(04), 208-213.
8. Yusufalievich, M. S., & Maripjon o'g'li, X. O. (2022). Natural Emergency Situations and Protection of the Population from their Effects. *Central Asian Journal of Theoretical and Applied Science*, 3(5), 379-383.
9. Махмудов, С. Ю. (2017). Проблемы преподавания безопасности жизнедеятельности в вузах. *Достижения науки и образования*, (2 (15)), 48-50.



10. Yusufalievich, M. S. (2023). TEACHING THE SUBJECT " SAFETY OF LIFE ACTIVITIES" ON THE BASIS OF PEDAGOGICAL TECHNOLOGIES. *Confrencea*, 5(05), 443-447.

11. Yusufalievich, M. S. (2023). PEDAGOGICAL BASES OF TEACHING " SAFETY OF LIFE ACTIVITIES. *Confrencea*, 5(05), 438-442.

12. Yusufalievich, M. S. (2023). NECESSITY OF TEACHING THE SCIENCE OF " SAFETY OF LIFE ACTIVITIES" IN THE CONDITIONS OF INNOVATIVE EDUCATION. *Science and innovation*, 2(B4), 662-665.

13. Yusufalievich, M. S. (2023). THE RELEVANCE OF TEACHING THE SUBJECT "SAFETY OF LIFE ACTIVITY" IN THE CONDITIONS OF INNOVATIVE EDUCATION. *Science and innovation*, 2(B4), 666-670.