

## Improving the Teaching Methods of the Subject “Life Safety” in the Context of Increasing the Professional Competence of Teachers

**D. D. Sharipova**

*D.P.N. Professor, Tashkent State Pedagogical University*

**N. D. Azimbaev**

*Basic doctoral student, Tashkent State Pedagogical University*

**Abstract:** The article deals with topical issues of improving the methodology of teaching the subject “Life safety” in the context of increasing the professional competence of teachers.

**Key words:** life safety, health, students, methodology, professional competence, teachers.

In the context of what has been said at present, one of the urgent problems of education is to improve the quality of higher education by developing the professional competence of teachers implementing various academic disciplines, including such a subject as “Life Safety” for students of almost all faculties of pedagogical higher educational organizations.

Period 3 of the Renaissance, characterized by the rapid development of all branches of science and technology, the intensive introduction of innovative technologies, poses an important task for the system of continuous education of the country - the education of a harmoniously developed, healthy generation, which will become highly professional, competitive specialists in various fields of education.

As you know, the main functions of modern teachers of educational organizations are; educational , educational , developing . Health-saving and preparation for the coming life. In the context of the foregoing, the teaching of the subject “Life Safety” is designed to achieve a goal: the study of hazards in the process of human life and ways to protect against them in natural, urban, domestic and industrial environments, as well as in emergency situations.

The need to teach this subject is caused by the peculiarities of human living in the modern environment, the impact of labor, environmental, educational conditions of the Republic of Uzbekistan, accompanied by the influence of 4 factors; physical, chemical, biological and psychophysiological (1).

The teaching of this subject in Uzbekistan is especially important due to the fact that the republic is geographically located in different climatic zones (continental and subtropical), which are characterized by the occurrence of various emergencies, natural disasters and natural disasters (earthquake, flood, sandstorms, hurricanes, landslides, abnormal heat or cold, and so on).

The significance of this problem for the republic is evidenced by the adoption by the Cabinet of the Republic of the Decree “On improving the procedure for preparing the population for actions in emergency situations and in the field of civil protection”, in which, among the tasks of preparing the population for actions in emergency situations, the need for “training the population, including not employed in the field of production and services, pupils of school institutions, students of secondary educational schools, secondary specialized vocational and students of higher educational institutions, the rules and methods of protection in emergency situations, first aid to victims, the use of collective and individual protective equipment (2). The solution to this problem

is possible in the process of teaching the subject “Life Safety”, implemented in the higher pedagogical educational organizations of Uzbekistan on the 3-4th year of study in accordance with state standards, which are regulatory legal acts on safety in emergency situations: a program for teaching this course for students of higher pedagogical organizations, consisting of 34 hours of lectures and 40 hours of practical classes, including the following sections;

- Theoretical foundations of life safety;
- civil defense;
- fire safety;
- Provision of first aid (3).

During the implementation of this course, students are given knowledge about the basic concepts of life safety, about the legislative foundations for ensuring life safety, about the main types of human activity, their classification and impact on the body, about the legislative foundations of labor protection. At the same time, students get acquainted with the general concepts of emergency situations, their classifications and characteristics, receive information about emergency situations of a natural, man-made environmental and social nature, about protecting the population from various emergency situations and taking appropriate measures to overcome these situations. Along with theoretical knowledge about life safety, students will acquire practical skills in providing first aid in case of violation of the cardiovascular system and the musculoskeletal system, poisoning, frostbite burns, electric shock and others (4.5).

The success of the implementation of the subject “Life Safety” depends on the following conditions: the creation of a health-saving environment, the motivation of students, the professional competence of teachers teaching the named subject, the use of appropriate active and interactive methods, the intensive use of multimedia and other visual aids.

The main criteria for the professional competence of the teaching staff teaching "Life Safety" are; cognition, motivation, creativity, personal and practical orientation.

In order to increase the effectiveness of the teaching methodology “Life Safety”, a model for improving the teaching of the above named subject was developed, including targeted consistent activities to introduce health-saving digital technologies (problematic, projective, innovative technologies).

The main attention was paid to the improvement of independent activity of students in the responsible and conscious acquisition of professional competence in overcoming the consequences of emergencies of various natures.

According to the literature, the professional competence of teachers in the aspect of the problem under consideration increases significantly in the case of mastering the methodology for effectively transferring knowledge on providing first aid in case of extinguishing burning or smoldering clothing, eliminating asphyxia by cleaning the upper respiratory tract, performing artificial ventilation of the lungs, the need to stop bleeding, applying an aseptic bandage to wound and burn surfaces, immobilizing limbs, administering painkillers from an individual first aid kit, putting on a gas mask in an infected area, preparing for the evacuation of victims, etc. Along with this, students' attention is focused on the need for health-saving measures aimed at preventing negative attention to environmental factors and the health of victims by using the “Three Minutes for Health” methodology, providing advice in the form of recommendations on how to behave, not to panic, and try to give yourself first aid (6). According to the researchers, the basic principles of providing assistance to victims are: urgency; proximity to the place of events; expectation that the normal state will be restored; unity and simplicity of medical-hygienic and psychological impact. Thus, only a professionally competent teacher who owns innovative methods is able to equip students with the knowledge, skills and abilities necessary in case of extreme situations.

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