

Improving the Methodology of Teaching the Course "Life Safety" in Higher Education

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Abstract

The aim of the study is to develop and experimentally test the content and methodology of students' professional training in life safety in a higher education. The content of the programmes of the study discipline "Life Safety" for higher education. Life safety, working hypothesis specification, testing of organizational and pedagogical conditions necessary for student training were conducted.

Keywords: danger, technogenic, multifacetedness, transformation, emergency situations, methodological support

Habitually aware of the need for constant attention to long-known dangers, most people think that everything in the world around them remains the same as it has always been. However, human activities aimed at transforming nature and creating a comfortable artificial environment have, by the end of the twentieth century, led to a number of unintended consequences. The side effects of scientific and technical progress and social development created serious threats to life and health, motivation of activity, condition of human genetic fund. Dangers to human beings from their own livelihood, from the loss of spiritual and moral foundations of human society have arisen. The inability of man to provide his safety in the changed natural, technogenic and social conditions became unacceptable. The need to prepare citizens for safe behaviour in the new everyday life, for rational actions in constantly arising new dangerous and emergency situations became obvious; at the same time there was a need to revise reference points and the very nature of people's life activity.

The social practice testifies that the weakness of the system of safety results in great misfortunes and calamities leading to human losses, considerable material and moral expenses; the state, society, a concrete man not caring of his safety turns out to be unviable. All this has predetermined the urgent need and relevance of raising and solving the problem of security on a scientific basis, taking into account its complexity and multifacetedness.

In the present conditions a new scientific and educational discipline "Safety of Life" is called as a general methodological basis for the solution of the mentioned problem, its content consists of general laws of dangerous phenomena, as well as means and methods of human protection in different conditions of his habitat.

Thus, life safety, representing a serious problem of modernity, including the Uzbek reality, attracting for their solution a number of sciences, has turned into a complex scientific

discipline - general science about safety, studying dangers and protection of a man and his communities against them, having worked out its major components, including a certain system of own categories and laws, theoretical provisions, concepts and research methodology, considering the peculiarities of the present realities. In this connection it is quite natural to consider life safety as a scientific and methodological basis for special disciplines, studying various aspects of safety, such as radiation safety, fire safety, labour safety etc.

At present, research on life safety is being widely deployed": firstly, as a professional activity, which causes an urgent need for theoretical and methodological analysis; secondly, as a scientific theory, which has revealed, on the one hand, the need to develop in this area an integral system "practice - theory - education", on the other hand - the awareness of representatives of different schools and directions of the need for integrated research into safety problems, as well as further development of such sphere as life safety; thirdly, as a teaching discipline, which is caused by the beginning of training of specialists in life safety; thirdly, as an academic discipline, which is caused by the beginning of training of specialists in life safety.

The most important way of putting life safety into practice is by educating the people. The fact is that hazards are inherently complex. They are probabilistic (random), potential (hidden), permanent (continuous) and total (all-encompassing). Consequently, there is no human being on this planet who is not threatened by dangers. At the same time, there are many people who are unaware of this, so their consciousness works in sharp estrangement from real life. This is because one of the peculiarities of human consciousness is that it does not prioritise information of a probabilistic nature.

In order to develop a safety ideology, to form the thinking and behavior of people who adequately perceive the problems of safety, a scientific and educational discipline "life safety" was proposed, the definition of which can be formulated as follows.

Life safety is a field of scientific knowledge that studies general dangers threatening every person, his community (state, public and other organizations) and develops appropriate ways of protection against them in any human environment.

From this definition we can conclude that the object of study of this scientific discipline is man and his communities, and the subject - the laws of emergence and manifestation of the dangers that threaten man and his communities, as well as ways to protect against them. The subject here is also a cognising and acting man through a system of state bodies, public organisations and institutions. And in both cognition and practice, he is the active side of the relationship with the object.

Consequently, man is both an object and a subject of life safety as a scientific discipline, as it is connected with the activity of society and includes in a broad sense all directions of ensuring safety, connected with nature, technology, ecology, society and man. It should also be noted that this discipline does not solve special problems of safety (radiation, fire, road, labor, etc.), but it provides general literacy in this area and is a scientific and methodological foundation for special disciplines that study these problems. It equips the individual with the knowledge of safe behavioural thinking, but it is, however, not a means of personal safety, as this

discipline is sometimes tried to be interpreted, but the protection of the individual, society and the state.

As a scientific and academic discipline, life safety includes the following essentials that need to be assimilated by the security professional.

1. A human being lives and acts under conditions of permanent, constantly changing potential dangers, from which it is possible to derive an axiom that any human activity is potentially dangerous.

2. Realised in space and time, hazards threaten both individuals, society and the state, therefore, prevention and protection from hazards is a pressing humanitarian and social problem in which the state, society and every individual should be interested.

3. Safety is an acceptable risk, because there is no absolute safety, as there is always some residual risk, therefore, safety is understood as a level of risk that can be tolerated.

4. Life safety has three groups of tasks: a) hazard identification (recognition), i.e. determining the type, probability, magnitude, possible damage, etc.; b) prevention of identified hazard based on a comparison of benefits and costs; c) dealing with emergency situations.

5. This scientific discipline considers all hazards that a person may encounter in the course of his/her life activities, which can be divided into natural, anthropogenic, biological, anthropogenic, environmental and social by origin.

However, studying of the discipline 'Life safety' in institutions of higher vocational education is based on the programme for specialists of technical higher schools recommended by the Ministry of Education of Uzbekistan, which cannot fully correspond to the conditions of life safety training for specialists studying in humanitarian higher schools, including

Indeed, along with the mandatory functional literacy of each specialist of a humanitarian higher education institution there is a need for training professional personnel in the field of life safety, including for the tourism industry. As a result, at present the system of training such personnel in humanitarian higher education institutions is actually in the initial stage of formation.

The contradiction between the social order of society for life safety training in the tourism industry and the lack of relevant sections in the theory and methodology of higher professional education, revealing the content and organization of students' training in life safety in a university determined the choice of the research problem: development of content and methods of training students of tourist universities in the discipline of "Life safety".

The works devoted to socio-pedagogical foundations of the educational process (A.S. Makarenko, V.A. Sukhomlinsky, S.T. Shatsky, etc.), as well as the consideration of vital interests in the development of personal potential and human health (V.G. Volovitch, V.V. Markov, V.A. Kabachkov, S.N. Vangorodsky and others) are important in the study.

To verify the hypothesis and implement the set objectives the following research methods were used: theoretical analysis and synthesis of psycho-pedagogical and special literature, existing software and methodological support, generalization of work experience, pedagogical experiment, educational observation and analysis of knowledge, abilities and skills, questionnaire survey, methods of mathematical statistics.

The study has been conducted since 2015 and included three stages.

At the first stage (2015-2017) the study of philosophical, psychological, pedagogical and special literature on the problem of research; formulation of the problem and topic of the research, its scientific apparatus, planning of experimental work. The existing programmes on the discipline of "Life Safety" in institutions of higher professional education and pedagogical experience in teaching the discipline of Life Safety in humanities universities were studied.

During the second stage (2018-2019), experimental work, data analysis, data correction and additional testing were conducted, scientific articles and methodological recommendations were prepared.

At the third stage (2019-2020) the analysis and generalization of the experimental data and research results were made; the development of the professional life safety training model for tourism university students was finished, the research results and the dissertation text were designed.

The reliability and trustworthiness of the research results is conditioned by the validity of the initial positions based on the methodological and theoretical principles of psychology and pedagogy, representativeness of the experimental data, cross-checking of the data that confirmed the correctness of the hypothesis and was provided by the long-term nature and possibility of repeated experimental work, representativeness of the sample volume, comparison of data obtained in the course of the experimental work.

The analysis of problems of security in the sphere of tourism allowed us to conclude that the legislative base Uzbekistan formed today, as well as the Concept of National Security of Uzbekistan set before the federal executive authorities, executive authorities of subjects of Uzbekistan and local self-government authorities a number of tasks directly related to the security of tourist industry facilities, namely: Establishing the basis for the safety and sustainable development of tourism, the procedure for the protection and use of tourist resources of Uzbekistan; implementation of measures aimed at ensuring the safety of tourists; protection of the natural environment and monitoring of potentially hazardous habitat areas with tourist activity facilities located in them; development of regulatory legal acts aimed at safety and protection of tourist industry facilities; conducting research on the impact of anthropogenic factors, dangerous natural And in order to realize the tasks outlined, qualified specialists are needed who have the necessary special knowledge and skills.

In order to form sustainable knowledge, abilities, skills, psychological resilience to ensure safety and protection of tourist industry facilities it is necessary to provide a set of educational and training activities, which are based on the model of professional training of

students of tourism higher education institution on life safety in the system of professional tourism education.

The analysis of the content of the program-methodical support and organizational forms of activity in the process of training specialists in life safety has shown that the general ideology of training specialists in life safety reflects the program of the discipline "Life Safety" for all specialties of higher professional education approved by the Uzbek Ministry of Education and agreed by the Uzbek Ministry of Emergency Situations, which has an applied engineering orientation, but is not focused on increasing Sector-specific problems of safety in the industry are not reflected in the programme.

In view of this, there is an urgent need for comprehensive research into the problems of risks in the tourism industry and the development of a map of hazards characteristic of individual tourism industries within the interdisciplinary complex of the tourism industry, which could become the basis for the development of the content of professional training of students of tourism higher education institutions on safety of life activities.

The results of the research and experimental verification confirm the hypothesis that the professional training of students of a tourism university in life safety will be effective if: the general requirements to construction of the content of curricula based on the following principles will be identified: unity, integrity, completeness, specificity, procedurality, compliance with educational standards; the training of students of a tourism university in life safety will be built with regard to the following principles The specifics of professional life safety training of university students in tourism, which are necessary to form their skills and abilities as future professionals in the field of safety and protection of tourist industry objects, will be revealed; the effectiveness of the content and organization of training students of Uzbekistan based on the developed in the dissertation research will be revealed and experimentally tested.

The effectiveness of professional training of students in life safety will be achieved by pedagogical methods and techniques implemented on the basis of the developed model of professional training of students of a tourism university in the discipline of "Life safety".

With this in mind, the following research tasks were solved:

- theoretically substantiated the main directions of development of tourism university students training in the field of life safety;
- The peculiarities of university students' life safety training have been revealed, on the base of which the psychological and pedagogical model of life safety training has been worked out;
- The principles, aims, tasks, and requirements to life safety training for students of tourist higher education institutions were revealed and determined; in view of these the model of professional life safety training for students of tourist higher education institutions was developed;

- the training methodology and methodology of forming life safety skills and abilities necessary for the training of professionals in the tourism higher education institution have been determined;

- the effectiveness of the model of professional life safety training of university students in has been experimentally tested and confirmed.

During the experiment it was noted that the set goals and objectives, the selected principles and methods of life safety training contribute to the students' acquisition of knowledge, formation of skills and abilities to ensure safety and protection of tourism industry objects from threats and dangers, safe behavior in the environment, correct actions in case of dangerous and emergency situations.

An important point of the research was the development of knowledge control methods for each content line of the programme, which include final tests determining knowledge and skills of general problems of human life safety and habitat; ensuring safety and human protection in emergency situations; safety management in the tourism industry, as well as control works for intermediate testing of knowledge and skills of students on the theoretical foundations of life safety.

The results of the ascertaining experiment represent the ordered on the basis of system-structural and personality-supplementary approaches technological chain of educational process intended for comprehensive development of personality, purposeful formation of its professional self-consciousness for the purpose of training a specialist in safety and protection of tourist industry objects. At the same time, the application of the professional training model for tourism university students in life safety has led to a noticeable increase in the professional characteristics of the trainees. Theoretical knowledge increased by 10 - 15% on average, and the level of practical skills and abilities by 16 - 24%.

Further work to improve the professional training of students of tourism universities in life safety is seen not only in improving its content and methodology, but also in the development of specializations related to the problems of safety management in tourism and the creation of training-methodological complex.

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