

Scientific and Theoretical Foundations of Behavior of Persons Caught in Emergency Situations

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Abstract

The article discusses the psychological and pedagogical foundations of the behavior of persons who find themselves in emergency situations.

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The modern stage of development of society is characterized by dangers of a global scale, placing increased demands on ensuring life safety in general, and in particular on the life safety of the younger generation, since emerging dangers lead to high injuries and deaths of children in various emergency situations, which proves the need to solve the problem promoting safe behavior among students at different stages of continuing education. One of the most important tasks of modern education is to prepare students for safe life activities. It is now generally accepted that an integral part of the educational process in every school and university should be the process of developing health and life safety skills among students, but unfortunately, both schools and higher educational organizations are not fully able to solve the problem of increasing knowledge, as well as the development of relevant skills and abilities.

As is known, in Currently, in the modern educational system, contradictions between: life safety skills as a tool of self-preservation and the insufficient attention of educational institutions to solving this problem;

- the need to develop safe behavior skills for students and the lack of scientifically based recommendations for psychological and pedagogical support for this process.

The need to resolve the above contradictions requires researching this problem and searching for ways to effectively develop safe behavior skills in emergency situations among students in general education institutions during the educational process, which indicates the relevance of its research. It has been established that among the many factors of socialization of youth, the following stand out: family, educational institutions, social networks, culture, literature - they form a culture of safety, first of all, health-saving skills in the younger generation.

In the context of the above, this problem must be solved comprehensively through close interaction between the efforts of families, schools, higher education, and interested departments. However, the role of an educational institution in this process is still the most important, because they provide knowledge, organize and systematize it, and instill skills that a person retains, in fact, for life. The problem of the safety of the younger generation has become a national problem, the solution of which is called upon to be solved by all social institutions taking part in the education of students, including ensuring the quality of personal life safety (1),

Safe behavior is the behavior of an individual in which he does not create a dangerous situation either for himself or for others. A person who has a certain amount of knowledge on life safety, a set of safe behavior skills, who is able to identify, recognize danger, assess its threat to himself and others, avoid it, act correctly in an emergency situation - this is the ultimate goal of promoting safe behavior (2).

Our Republic is pursuing an active social policy to protect the population caught in emergency situations, as evidenced by the Law of the Republic of Uzbekistan dated August 17, 2022 No. ZRU-790 “ On the protection of the population and territories from natural and man-made emergencies,” Resolution of the President of the Republic of Uzbekistan “On organizational measures to further improve the activities of the Ministry of Emergency Situations” PP. 4276 from 04/10/2019 (3.4).

According to the literature, an emergency situation can arise not only during expeditions, hikes, in accidents and vehicle accidents, natural disasters and man-made accidents, but also in everyday life, on the street and even in your own apartment. To avoid or reduce their dangerous consequences, knowledge, skills and abilities of safe behavior in these situations are required, and it is noted that the process of developing these skills has been practically worked out in

universities (5).

Physiological and pedagogical support, which, at the first stage of developing safety skills, is the optimization of the amount of information received by students on life safety, both in life safety classes and on other objects (6).

Optimization of teaching correct behavior from a psychological point of view is an intellectual-volitional act of accepting and implementing the most rational solution to the assigned tasks of educating health-saving behavior. The first criterion for the optimality of teaching correct behavior in emergencies is the achievement by each student of a level of academic performance, good manners and development that corresponds to his real capabilities in his zone of proximal development. One of the ways to optimize training in correct behavior is to select methods and means and forms of training that allow you to most successfully solve the assigned tasks in a certain time. From our point of view, optimizing the process of developing students' safe behavior skills in emergency situations will be effective provided that information support is optimized and interactive forms and methods of training and education are used. We considered the problem of information support in a comprehensive manner: the subject of safety equipment itself and the safety information contained in other subjects. The first block of information support is the subject of life safety, which is an integrated subject and effectiveness can only be achieved with a comprehensive study of life safety issues in the course of studying other subjects.

An analysis of the existing literature indicates that currently one of the popular problems is the definition, justification and implementation of psychological, physiological and pedagogical support for the process of developing safe behavior skills in emergency situations by future emergency specialists in order to solve the following research problems:

disclosure of the didactic possibilities and content of the concepts "Life safety", and "health-preserving competence" of future teachers of life safety on the basis of modern pedagogical approaches;

- improvement of methodological support for the preparation of future BZH teachers for project activities based on the development of a structural and functional model for the formation of health-preserving competence;
- determination of the stages of implementation of the methodology of teaching BJD in the process of his individual educational activities, development of didactic support for the teacher of BJD in the process of activity in the conditions of digitalization of education;
- experimental substantiation of the methods of teaching BJD, which ensures effective preparation of a BJD teacher for teaching activities in the conditions of digitalization of education.

The research was carried out with students of the Faculty of Biology and the Faculty of Pedagogy and Psychology of the Tash State Pedagogical University, Chirchik and Jizzakh Pedagogical Universities, through the implementation of the experimental program we developed "Improving the effectiveness of teaching the subject "Life Safety", in higher educational organizations in the context of digitalization of education", providing for the study of issues of developing the professional competence of teachers on the issues of the behavior of persons caught in emergencies, the development of a model and methodology for improving professional readiness for teaching the correct behavior of persons in emergencies, digitalization

of education was used in the process of teaching life safety.

The experimental studies carried out made it possible to scientifically substantiate the effectiveness of the methodology we developed and to introduce appropriate recommendations into practice.

Thus, the results of the research made it possible to note that the most effective ways to increase the effectiveness of teaching the subject of life safety in universities is the intensive use of digitalization of teaching this subject, which consists in the process of converting analog data and emerging situations into a digital format, including the use of digital technologies to improve the quality of education.

List of used literature:

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