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ORGANIZATION OF THE SPECIAL COURSE "CULTURE OF SAFE LIFE" IN PROFESSIONAL SCHOOLS OF UZBEKISTAN

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ABSTRACT

This article reveals the rationale for the study of the special course "Culture of safe life" in professional institutions. The conditions for the implementation of the course and the impact of this course on the professional training of students in professional institutions are considered. Since the establishment of the Ministry of Emergency Situations of the Republic of Uzbekistan, one of the priority areas of the Ministry's activities has been training the population in the field of civil protection and emergency situations. According to experts in the field of human and social security, if humanity does not change the nature of its life, then the irreversible consequences of environmental changes during the lifetime of the present generation will lead to social and ecological catastrophe.

KEYWORDS: *Culture Of Safe Life, Pedagogical Process, Personality Development Theory, Occupational Health And Safety, Human Activity, General Culture.*

INTRODUCTION

For centuries, mankind has been constantly exposed to catastrophes that claim millions of human lives and cause enormous economic damage. Unfortunately, a person practically does not notice the dangers that accompany him throughout his life, does not react to them, he himself generates them.

Scientific and technological progress exerts strong pressure and influence on Nature. This leads to dangerous consequences for the existence of mankind. Economic transformations in society have caused a significant part of the population to lose moral, social values and guidelines, to

deny moral criteria of behavior. Security ideas are not perceived by the population as socio-economic, vital categories. Since the establishment of the Ministry of Emergency Situations of the Republic of Uzbekistan, one of the priority areas of the Ministry's activities has been training the population in the field of civil protection and emergency situations. The adopted resolution of June 2, 2017 No. PP-3030 "On measures to further improve the system of training specialists in the field of protecting the population and territories from emergencies" gave a great impetus for secondary specialized, vocational education, which is aimed at the professional orientation of the younger generation, their response for emergencies, as well as for the acquisition of skills to protect the population and territories from emergencies.

At the same time, the educational level in the field of life safety from children to the elderly is low in all areas of state, public and private activities.

In accordance with this, the modern school is focused on creating a new model of education, in which the leading ideas are humanism and an individual approach to teaching and education, i.e. education of the younger generation. Only from the position of pedagogical activity can the process of forming the personality as a whole can be carried out. With this approach to personality education, two sides are taken into account: the individual development of a person as a person and the socio-historical development of a person as a person. In accordance with the individual approach, lifelong education is designed to develop in a person that system of values that can become the basis for the formation of the main components of a culture of safe living, to lay in it the mechanisms for the realization of spiritual, moral, physical qualities, the most important elements of a person's individual culture, which determine his attitude to the environment. the world.

Analyzing the possibilities of the currently implemented education in the field of the culture of safe life and comparing them with the real organization of the pedagogical process in vocational schools, we can conclude that scientific research in the field of culture of safe life is not properly implemented in practice in vocational schools.

Revealed contradictions between:

—Requirements for vocational schools for the training and education of the student's personality in the field of life safety and work to form the foundations of a culture of safe life in students;

- The level of teaching the course of safe life as a discipline and insufficient professional level of training of teachers - the course "Culture of safe life" in vocational education institutions;

- The level of knowledge of students on the culture of safe life in the chosen profession and the increased safety requirements of modern production for the preparation of a worker.

The revealed contradictions show the insufficient training of graduates of educational institutions of vocational education in the field of culture of safe life and increased safety requirements for the organization of work in the conditions of modern production.

We have set the following goal for ourselves; to analyze the state of the problem of forming a culture of safe life in pedagogical and special literature; substantiate the concept of a culture of safe life.

To study the features of the pedagogical process in vocational education institutions. Implementation of pedagogical conditions conducive to the formation of a culture of safe life in students.

To enrich the educational process with didactic materials on the formation of a culture of safe life in educational institutions of vocational education.

Develop a system for monitoring and evaluating the culture of safe life among students in vocational education institutions.

modern psychological and pedagogical theories of personality development; provision on the relationship of ongoing socio-economic changes and the renewal of the content of education; provisions on the biosocial essence of a person; the concept of the gradual formation of a culture of personal safety on the basis of a personal approach is the theoretical and methodological basis of the study.

In our research we provide:

1. Concretization of the concept of a culture of safe life with the allocation of its main components that ensure the individual's survival in the modern environment. Which must be formed in the process of training vocational education specialists (consisting in knowledge of the dangers in the implementation of professional and household activities, the ability to adequately respond to emerging dangerous and other situations; communicative qualities that allow minimizing the negative impact of hazards, etc.);
2. Determination of the pedagogical conditions for the formation of a culture of safe life in students, allowing to implement integral pedagogical systems in the field of safe life in vocational education institutions;
3. Determine the systems of criteria for diagnosing the culture of safe life of subjects of the educational process in vocational education institutions.
4. Scientific substantiation and experimental verification of the model of the learning process and the formation of personality traits, which has the components of a culture of safe life, ensuring the minimization of the negative impact of the dangers arising in the course of the activities of graduates of vocational education institutions.

From a theoretical point of view, our research assumes:

Determine and scientifically substantiate the components of the culture of safe life of graduates of vocational education institutions, as well as the pedagogical conditions for their formation.

To develop a methodological system for studying the subject "Fundamentals of safe life", which is a complex of didactic materials that allow the graduates of vocational education to form the components of a culture of safe life and ensure that the negative impact of the environment on the activities of future employees is minimized.

From a practical point of view, we plan to develop and create an educational and methodological complex including: courses "Basics of life safety" and "Labor protection and safety of life". To offer guidelines for teachers of the basics of life safety of vocational education institutions, as

well as criteria for assessing the work of educational institutions for the safe organization of the educational process.

The main components of the culture of human life safety and the need for their formation at the present stage of development of society were proposed in his work by V. Yu. Mikryukov, he claims that "The life of an individual and humanity as a whole is carried out through life. The vital activity of mankind is a process in which it (mankind) creates and uses various conditions for its existence, development and relationship with its habitat, both created by man himself and the natural environment. "

Indeed, the modern stage of development of society is characterized by crisis trends on a global scale. According to experts in the field of human and social security, if humanity does not change the nature of its life, then the irreversible consequences of environmental changes during the lifetime of the present generation will lead to social and ecological catastrophe. In accordance with the needs of society in preparing a person for a culture of safe life, in the pedagogical theory and practice of many scientists, the search for ways and means of educating a culture of safety of a modern person is being carried out.

Vocational education institutions train specialists in working specialties who, while fulfilling their functional duties in production, will encounter natural, man-made, harmful and hazardous factors, and often produce them. As practice shows, illness, injury or even death of a person occurs not from a lack of means and methods of protection and safety at work, but because of negligence, non-observance of the elementary rules of the culture of safe life and safety standards at work.

An analysis of the work of A. Nigmatov which confirms that only education can save culture, which will take on the function of educating a person in the functions of preserving, reviving and developing culture as an environment that grows and nourishes a person. On the other hand, education is a part of culture, which is a process of socialization and development through a person. The cultural functions of education focused on safe life.

The social role of culture is that it is a system that includes the practical experience of humanity and the sphere of its spiritual life. An indicator showing the qualitative level of its development, reflection of the practical experience, knowledge, skills, methods and forms of culture.

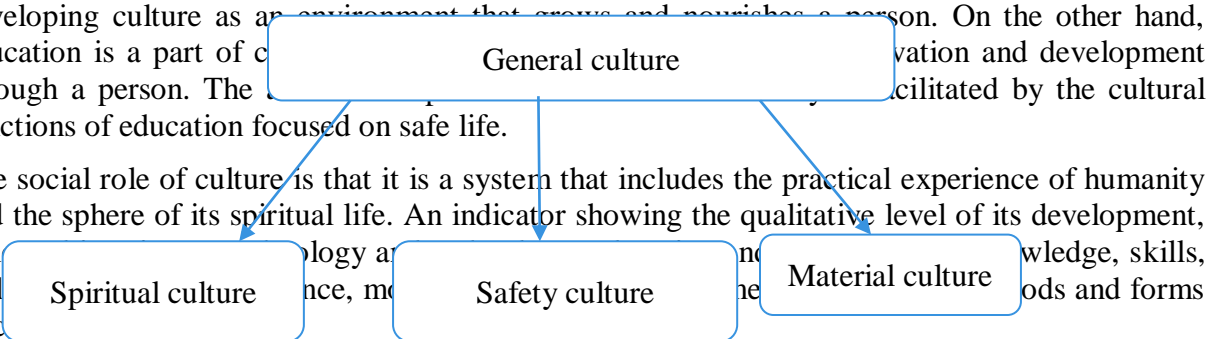


Fig. Diagram of the relationship between the general culture and the culture of safe living

This is an approach in science, which consists in defining culture and looking for their specific characteristics. Of course, this approach continues to retain its theoretical and practical significance: at the heart of the selection of any aspect of culture are specific values (rules of behavior, beauty criteria, norms of physical condition, possession of controlled procedures, etc.). The specificity of life safety culture lies in the values of the ethical style of interaction between a person and the surrounding reality.

The concepts of "life safety" and "safe life" reflect interrelated phenomena and processes. Life safety as a social phenomenon is embodied in science (includes scientific knowledge about the safety of man and society), art, mythology, ideology, religion, sports. Life safety as a scientific discipline systematizes and generalizes data from different sciences, in conceptual form reflects the laws of human and social safety.

The culture of life safety is life according to the laws of safety (prevention, minimization, overcoming, elimination of the consequences of harmful and dangerous factors).

The culture of safe life of an individual at least includes a number of additional components - this is not only safe life, but also motivation, experience of self-improvement of readiness for safe life, and so on. It follows that the concept of "culture of life safety" is broader than the concept of "culture of life safety".

For a more complete disclosure of its content, we will analyze various approaches to disclosing the essence of the culture of safe life in its relation to the general culture of a person.

Creation of an environment (social, economic, ecological, etc.) safe for human life, however, still does not guarantee that society will be spared tragedies at work and in everyday life, as a result of accidents. Obviously, safe life is not limited only to organizational measures that regulate the behavior of individuals and social responsibilities. Safe life is realized only through oncoming traffic: creating a safe environment for humans.

The culture of safe living, based on the values of safety, belongs to the area of spiritual culture. It is the culture of safe life, reflecting the values of safety, recognizing the ethics of life safety, that becomes decisive in the structure of both spiritual and general culture (see Fig.). The figure shows the composition of the general culture, the relationship of its two types: material and spiritual. The culture of safe life is an integral part of the general culture and interacts with both spiritual and material culture.

The culture of safe living is universal:

1. Is the unity of the process of creating values and the process of mastering these values (performs an axiological function);
2. It is a system of qualities that regulate the effectiveness of the application of knowledge, skills and abilities of safe behavior both in normal and in extreme conditions (performs a regulatory function);
3. Performs a normative function. As in the general culture, in the culture of safe life there are the simplest ideas about how to act, fixed in the norms. The norms are fixed in the mind of a person and are subject to strict implementation.

As a result of our research, we propose the development and creation of an educational and methodological complex including: the curriculum for the study of the profile course "Culture of safe life, which includes courses" Occupational health and safety "and" Fundamentals of life safety "; textbook for students in vocational education institutions and guidelines for teachers of the course "Culture of safe life" in vocational education institutions.

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