

SOCIAL-PEDAGOGICAL PROBLEMS OF PREPARING STUDENTS TO ACT CORRECTLY IN EMERGENCY SITUATIONS

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Abstract. Today, in our country, a number of priority tasks for economic growth, spiritual and educational development and comprehensive development of our republic have been defined. Including the President of the Republic of Uzbekistan on January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026"

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Key words: emergency situation, education, pedagogical,

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Today, ensuring the safety of life in the world and in our country is one of the main problems of humanity. Anyone, young or old, can be at risk of an emergency at any time. The consequences of emergencies are comparable to wars in terms of scale. In the 21st century, hundreds of thousands of people lost their lives due to the above situations. It caused millions of casualties, destruction and damage, especially irreparable [20]. In emergency situations, human life can be saved only as a result of proper movement [20].

Forming and developing the skills of psychological and pedagogical preparation of students in the correct movement in the above difficult emergency situations becomes the most important task of the teacher [20]. Inability to act adequately in emergency situations, as a result of lack of knowledge and skills to act correctly in such situations, causes various risks to human life.

In this regard, the responsibility of teachers to ensure the high quality of knowledge and practical skills of students increases even more. By acquiring these acquired knowledge and skills, students increase their ability to apply appropriate action skills in potentially dangerous situations. This, in turn, requires the development of new methods and technologies aimed at the development of practical skills in the pedagogical field and improvement of management mechanisms as the main components of the formation of the skills to act correctly in emergency situations.

Statistics of natural disasters (natural and natural-anthropogenic nature) show that emergency situations in the 21st century will become more and more synergistic in nature. The development of natural and anthropogenic disasters is caused by two factors - significant changes occurring on earth and intensive technogenesis.

Large floods, earthquakes, fires, storms are observed in different parts of the globe, including such climatic conditions, the occurrence of such events was not very high in the previous decades. Let's talk about the disasters that have happened in Uzbekistan in recent years. On April 27-28, 2020, we can see the strong wind that occurred in Bukhara region, the breach of the Sardoba reservoir dam in Syrdarya region on May 1, 2020, the explosion in the shopping complex in the city of Denov, Surkhandarya region on December 7, 2021, and we can see the emergency situations in which people were affected by carbon dioxide.

The moral and psychological factor is of great importance when acting in an emergency situation.

In an emergency situation, the moral and psychological impact on a person leads to a decrease in work capacity as a result of stress and mental illness [4]. In people who are not psychologically prepared for emergency situations, there is a feeling of fear, freezing and running away from a dangerous place. In

general, cases of psychological shock occur. At this time, the thinking process is disturbed, the human mind loses control over emotions and will, even cases of sudden failure of the cardiovascular system, unexpected and strong fear of death occur [8].

The mental state of a person is a characteristic that reflects his general state in relation to the coordination objects of the environment. It manifests itself in the form of the function of regulating adaptation of a person to the surrounding situation and affects the perception of the environment, the reaction to events, the ability to assess the situation, make the right decision and implement it [4].

Good preparation allows you to act in accordance with the specifics of the situation, and the bad one leads to awkward or poor-quality decisions, ill-calculated actions, the use of techniques that are not suitable for the situation, and the emergence of insufficient mental states (for example, loss of vigilance or loss of unreasonable fear), etc.

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People who are not properly prepared to solve problems in extreme conditions, extreme factors and situations, on the contrary, have a positive effect. They cause internal excitement, even excitement, energy and activity, perseverance and determination, activity maximalism (an ardent desire to achieve the highest and absolute result), strengthen the sense of duty, responsibility and determination, contribute to the correct mobilization of forces and capabilities, increased vigilance, attentiveness, observation, quick and clear work of thought, readiness for any unexpected events and quick reactions, courage, resistance to temporary failure, etc. The quality of actions also increases compared to the norm [2].

Psychological readiness of students to act in extreme situations is determined to a large extent by their individual psychological characteristics (ability to quickly adapt to working conditions, focus on work).

In this regard, children should develop qualities such as emotional balance, attention, and leadership qualities, which will contribute to the long-term safety in everyday life and in extreme situations. Strong willed qualities are also of great importance. Will is the conscious regulation of human behavior and activities associated with overcoming internal and external obstacles." The state of psychological readiness of students to work in extreme conditions is, first of all, a person's ability to emotionally separate everything out of context, and then - getting used to the situation (adaptation) It is believed that a person cannot perform any action without first experiencing it emotionally.

It is necessary to use innovative methods of training to implement psychological and pedagogical preparation of students for actions in emergency situations.

Innovative teaching methods are teaching methods that include new ways of teacher-pupil interaction in the process of mastering educational material, a certain novelty in practical activities. There are two types of "new": "purely new" - first created, it is sufficient discovery, at the level of establishing a new reality; old, or rather "new" consisting of the old layer, etc. Today we can offer another typology of innovations in teaching:

- absolute innovation (new technology);
- modernization innovation;
- changed news;
- innovations, technologies introduced into the new territory;
- innovative technology of the new program.

Features of innovative education: waiting and working on development; openness to the future; constant inconsistency, in other words, the balance of the system, in particular the individual; focus on the individual, his development; mandatory presence of elements of creativity; and partnership: cooperation, joint creativity, mutual support, etc. All innovations in psychological-pedagogical training unite: belief that human potential is unlimited; the pedagogical approach is aimed at mastering the truth in the system; encourage non-linear thinking; they are based on the hedonistic principle based on the pleasure of learning, the joy of achievement, the pedagogy of success; teacher-student mobile role-playing game teaches and

learns from the student at the same time. The innovative educational methodology itself is based on a person-oriented approach.

Life experience plays a big role in developing readiness for action in an extreme situation. The manifestation of personal experience is observed in interaction with a dangerous situation, taking responsibility for their actions, voluntary actions to achieve a goal, a creative approach to solving an extreme situation, choosing behavioral methods to reflect their behavior.

At the same time, it should be noted that a positive experience allows to reduce the power of negative emotions to a greater extent, normalize the mental state, and strengthen self-confidence.

Thus, civilizational processes, stable scientific and technical progress, rapid development of information systems do not guarantee protection from natural disasters, severe diseases and other highly intensive stress effects that seriously threaten the physical and mental health of the young generation.

Systematic understanding of the nature of these disorders, as well as differences in the effects of certain stress factors, especially taking into account various factors, opens new opportunities for applying new methods of psychological and pedagogical training of students. Adequate assessment of the possible psychological consequences of exposure to high-intensity stressors allows the student to hope to accept the changes that have occurred and to activate social support and self-support to get out of a difficult life situation. Based on the fact that readiness to act in extreme situations is determined by the sum of knowledge, skills, methods of action, motivational and voluntary qualities of a person, its formation should be carried out within the psychological and pedagogical preparation of students.

In conclusion, it should be noted that as a result of the implementation of the above tasks, students will be formed and develop the skills of proper movement in emergency situations.

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