

METHODOLOGY OF LIFE SAFETY LESSONS IN CHILDREN OF THE PRESCHOOL EDUCATION

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Abstract. Objective: to identify the component features of the culture of life safety of children of senior preschool age. Methods: A set of diagnostic procedures, such as the Diagnostic Toolkit, included a set of tasks developed by A.I. Nasretdinova and focused on the assessment of each of the above structural components of the safety culture of life of children of senior preschool age allowed us to analyze the features of safety culture. Results: based on the analysis of psycho- logical and pedagogical research on this issue, the genesis of the development of the basis of the culture of safe behavior in preschool age as a step-by-step process of adaptation to the dangers of the surrounding world is considered. The results of the study revealed that the cognitive component of a culture of life safety in older preschoolers is characterized by a lack of comprehensiveness of existing ideas about life safety, sources of danger and behaviors in different situations of danger. In the older preschool age, an emotional attitude to hazard situations is not sufficiently formed. Emotional reactions of children to behavior in different situations are not sufficiently differentiated, they are difficult to choose the right behavior in a particular situation. Analysis of the educational resources of the organization of preschool education for the formation of a safety culture showed its deficiency, the lack of developmental incentives in it for the formation of safe behavior. Scientific novelty: in the article based on the use of a complex of psychological and pedagogical methods, the dynamics and conditions for the development of the basis of a culture of life safety of modern preschool children are identified and characterized. Practical significance: the main provisions and conclusions of the

article can be used in scientific and pedagogical activity when considering issues of the nature and development trends of the basis of safety culture in modern children of preschool age.

Keywords: culture of life safety, educational environment of the organization of preschool education, efficiency, criteria of safety culture of life activity in preschool childhood, developing subject-spatial environment.

In modern society, characterized by a high level of danger in various spheres of life, the formation of a person's culture of life safety is of paramount importance.

Within the framework of a number of scientific areas, it is indicated that the main mechanism for the formation of a responsible attitude towards oneself is, first of all, education (M.A. Kotik, S.A. Prokurin, etc.). At the same time, it is important to touch on all levels of education, starting from preschool age.

At preschool age, under the influence of the natural and social environment, under the influence of adults, the basis of the worldview is formed.

At this age, natural instincts are still preserved, on the basis of which one can more effectively form responsibility for one's health, the skills of safe interaction with the world. Gradually, as the child develops, in parallel with education and upbringing, there is a deeper awareness of natural and social patterns, the formation of a holistic picture of the world.

Therefore, preschool age is called a sensitive period for the development of a culture of life safety.

The content of education in the field of life safety should provide conditions for the formation of the foundations of life safety, i.e. formation of relevant knowledge, personal qualities, skills that help not to get lost in a dangerous situation.

Senior preschool age is characterized by certain prerequisites for the formation of the foundations of life safety, which are associated with the

intensive intellectual development of the child, the expansion and deepening of his ideas about the world around him, the development of self-awareness and reflection.

The need for security is the basic need of every child, and its satisfaction is the most important condition for its development. In an effort to solve the problem of the formation of life safety in children of senior preschool age, researchers pay attention to the possibility of using different means of organizing this process.

This level is characterized by the fact that preschool teachers do not sufficiently understand the essence of the process of forming a culture of life safety in children, they have an unstable desire for self-development, they do not fully create conditions for the safety of children's life and the formation of safe behavior skills in them, partially master the methods and techniques of building a culture of life safety.

An assessment of the state of the developing subject-developing environment showed that the presence of materials, attributes for role-playing games, such as, for example, transport, family, etc., the presence of a variety of didactic games, board-printed games, albums, stands, illustrations, posters, books on relevant topics, reference literature, children's drawings and other creative works, albums with poems, riddles, proverbs, thematic cards, etc. is not sufficient.

The high level of the emotional and motivational component of the life safety culture among older preschoolers was characterized by a formed positive attitude towards safe behavior and rejection of unsafe behavior.

Older preschoolers with an average level showed a neutral attitude to situations of danger to a greater extent and only in relation to some situations were characterized by pronounced positive or negative reactions.

The technology of project activities for the formation of a safety culture was developed, which was implemented in stages: goal-setting and preliminary

planning of project activities by teachers, organizational and motivational collective planning, intermediate reflection, expansion of the content of project activities.

Projects were implemented to form a culture of life safety, a developing object-spatial environment (Safety Center) was created, a set of events for teachers and parents was carried out to promote the formation of a culture of life safety. As part of the projects, we paid attention to the formation of all components of a life safety culture, expanded children's understanding of situations of danger, dangerous objects, rules of conduct in situations of danger.

They formed in children an emotionally positive attitude towards compliance with safety rules and formed practical skills and behavior in different situations based on their modeling, the use of creative self-expression, and obtaining research experience.

The organization of work with teachers was also carried out by us taking into account an integrated approach, in accordance with which we formed in teachers the components of readiness for the formation of a culture of life safety in children. The forms of work we conducted with teachers, which included a practical lesson, a seminar, a workshop, a discussion, had a positive impact on the readiness of teachers to form a culture of life safety.

Organizing work with teachers, we proceeded from the analysis of the level of formation of their readiness and the allocation of those problematic "zones" that existed in the organization of work on this issue among teachers. In accordance with this, we selected the content of the material and forms, methods and techniques of working with teachers.

At the control stage, we conducted a re-diagnosis, which also included two directions, as well as at the ascertaining stage of the study. As part of the first direction, we conducted a comparative analysis of the organizational and pedagogical conditions of the educational environment of preschool educational institutions in the field of creating a culture of life safety for children.

Analyzing the results of evaluating the emotional-motivational component, we noted that the older preschoolers of the experimental group became more often emotionally involved in situations associated with safe and unsafe behavior, they began to show a certain emotional attitude to the behavior of certain characters - specific situations and appear more reasonable assessment.

Thanks to the project activities, older preschool children began to navigate more successfully in a variety of life situations, offer the right options for behavior based on the preservation of life and health, caution and analysis of possible dangers in each specific situation.

The results of repeated diagnostics at the control stage showed that the organization of project activities contributed to an increase in the level of formation of all structural components of a life safety culture in older preschool children from the experimental group, compared with children in the control group.

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