

## Methodology of Teaching Safety in Emergency Situations

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**Abstract:** Maintaining people's health, forming a culture of safe and responsible behavior towards their lives and health are the main tasks of the education system at the current stage of social development. Safety is a basic human need, without which full development and self-realization of the individual is impossible. The implementation of measures to be taken in emergency situations in order to form students' knowledge and skills on safety using advanced pedagogical methods is explained by the results of technogenic training. Safety training methods help to provide students with the knowledge and skills to identify hazards and reduce risks, taking into account the most important elements of any workplace. Traditional training methods can be boring and less intuitive. They may not effectively engage students. To improve the training program, it is important for companies to use interesting and interactive methods that help to actively learn and retain knowledge.

**Keywords:** Safety, pedagogical, technogenic, educational program, teaching methods, emergency situations, control systems, psychological factors.

### Introduction

Currently, the issues of ensuring personal safety and forming behavioral skills in dangerous and emergency situations are relevant for modern society. In this regard, there is a need to teach students how to react in situations that pose a threat to their health and life. This task is carried out as part of teaching the subject "Safety in Emergency Situations". The decrease in the number of lectures and practical classes in the auditorium indicates the need for a constant search for and use of modern teaching methods and techniques. The purpose of the study is to analyze the features of the methodology for teaching the subject "Safety in Emergency Situations" in a modern university.

The new requirements imposed on students by the modern education system are based on processes that are implemented in the process of teaching and upbringing in close cooperation with the educational environment, which helps to create conditions for the comprehensive development of the individual and form the values of a safe lifestyle.

### LITERATURE ANALYSIS AND METHODS

Child safety is a deeper concept that includes the state of protection of the child's basic vital interests from internal and external threats, which in turn ensures the stable development of the child's personality in the environment. The safety of school-age children directly depends on the level of formation of safe behavior. Safe behavior is "behavior that ensures the safety of an individual's existence, as well as does not harm others [2;3]. Teaching a child safe behavior is the process and result of assimilating personal experience, which is expressed in a stable change in behavior that ensures a safe life. In ensuring the safety of a person, especially school-

age children, a conscious and responsible approach to the problem of personal safety and education that forms readiness for safe behavior in youth play a key role [4;5;6;7;8]. Such well-known authors as V.V. Gafner, L.N. Gorina, A.A. Mikhailov, V.N. Moshkin, S.V. Petrov, Yu.V. Repin and others. Scientists believed that timely teaching children safe behavior helps ensure the safety of the child's life in the environment.

The analysis of literary sources on the topic of the study allowed us to emphasize that security is not only the absence of a real threat, but also the result of a correct cognitive assessment of the environment, the ability to take the most advantageous position and flexibly respond to these changes. In the formation of safe behavior, attention should also be paid to the development of such personal qualities as optimism, reliability, honesty, sociability, perseverance, courage, and the ability to understand the essence of what is happening. Particular attention should be paid to the development of a psychological model of safe behavior.

**Methodology.** In the research process, we used theoretical (educational, scientific and methodological analysis) and empirical (survey, questionnaire, test, pedagogical observation, comparison) research methods.

### **RESULTS AND DISCUSSION**

The result of mastering the subject "Safety in emergency situations" is a universal competency and the hours allocated for classroom training in accordance with the working program of the subject are devoted to maintaining safe living conditions, including in emergency situations. More than half (72% of the working program of the subject) is presented in the form of independent work. The specificity of this organizational educational process creates certain difficulties in mastering the subject.

The presented work used theoretical and empirical research methods, including analysis of educational and scientific-methodological literature, survey, questionnaire and test, comparison methods. The article describes the experience of teaching the subject "Health and Safety" using various teaching methods and techniques, including electronic learning environments. Examples of using case tasks, game modeling, project activities, interaction with relevant organizations, and thematic conflicts are given. To assess the effectiveness of the methods used, questionnaires and tests were conducted at the beginning and end of the study of the subject. The results showed an increase in the number of students who were ready to provide first aid. Knowledge and skills in providing first aid have become a demand and necessity for most students. Students' self-esteem in the field of knowledge and skills in dressing first aid has increased [9;10]. The test results revealed an increase in the level of knowledge of first aid among students after studying the subject. A comparative analysis of the level of knowledge of students of different years at the university is shown. The method of problem situations (case-task method) is aimed at mastering the subject by students; provides information on the formation of the need for organizing independent learning activities, working with additional resources, and also allows you to evaluate the results of students' work [11;12;13].

The main role of the use of situational tasks in practical training is the ability to generalize the acquired knowledge, develop the correct algorithms for actions in dangerous and emergency situations, and most importantly, the ability to apply them in real conditions without compromising personal safety and security.

### **CONCLUSION**

The characteristics of the teaching methodology of a subject are determined by the use of modern teaching methods that help to better master the educational material, taking into

account the specific characteristics of the subject and its practical orientation, rational organization of independent work of students and the use of electronic learning courses allow optimizing the learning process. For this, it is necessary to systematically improve teaching methods, search for innovative teaching methods, and increase the enthusiasm for learning the subject.

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