

Using Pedagogical Technologies in Teaching the Subject " Life Safety"

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Abstract: This article presents the methodology for conducting a lesson on the topic of "Life and work safety" using innovative pedagogical and information technologies for students of the "Occupational safety and technical safety" department of higher educational institutions. The introduction of pedagogical technology into the educational process serves to positively solve the above-mentioned urgent problem. Technology, educational technology, educational methods are given as an example.

Keywords: Educational technology, educational method, pedagogical technology, the principle of unity, integrity, pedagogical techniques, skill, art, the central problem.

Introduction

Every person born into this bright world lives with dreams and hopes, makes plans for the future, and holds good intentions. Similarly, it is natural for every nation to have dreams of peaceful coexistence, prosperous life, and stable development. The presence of phrases like "The American Dream," "The British Dream," "The Japanese Dream," and "The Chinese Dream" in the political vocabularies of world nations clearly confirms this notion. These concepts did not emerge without reason or by coincidence. Each one expresses the collective hopes, aspirations, and long-term goals of those nations, reflecting both their present circumstances and future visions.

Currently, a rapid flow of information is penetrating and spreading widely within the social life of the Republic. One of the most pressing issues facing the education system is the need to quickly receive, analyze, process, theoretically generalize, draw conclusions from this information, and effectively convey it to students. The integration of pedagogical technologies into the educational and training process serves as a means to positively address this critical issue.

LITERATURE ANALYSIS AND METHODS

Technology (from the Greek "*techne*" – skill, art, and "*logos*" – concept, doctrine) refers to the high-level organization of certain processes (production, social, economic, etc.) as a form of mastery and art [4].

Educational technology (from the English "*an educational technology*") is the organization of the teaching and learning process at a high level of skill and artistry.

Educational technology represents the overall essence of achieving educational objectives; that is, it involves the systematic and step-by-step implementation of a pre-designed learning process. This includes developing a coherent system of specific methods, techniques, and tools, utilizing them effectively and efficiently, and managing the educational process at a high level [4].

A **teaching method** is the collaborative activity between the teacher and students aimed at solving integrated tasks within the learning process. Teaching methodology, on the other hand, refers to a scientifically grounded system of methods, principles, and techniques specific to teaching a particular subject.

Unlike the structured development of lesson plans that guide a teacher's effective performance, educational technology is focused more on student activity. It considers both individual and collaborative activities between the teacher and students, and it aims to create the necessary conditions for students to independently master the learning materials.

The central problem of educational technology is to ensure that the educational goal is achieved by developing the personality of the learner.

Although the theory of pedagogical technology has been developing since the second half of the last century, there are still various approaches to the concept of "pedagogical technology." In particular, the educational scholar V. P. Bepalko defines pedagogical technology as "a specific pedagogical system project to be applied in practice" – and emphasizes the importance of pre-designing the educational process.

Pedagogical technology is a consistent method of creating, applying, and evaluating all processes of teaching and learning aimed at improving educational formats, through the combined actions of technical and human factors (UNESCO) [3].

By its nature, pedagogical technology is programmed according to time allocation, scientifically grounded, and represents a system in which the roles of all stages and components of the educational process are clearly defined to ensure the achievement of the intended outcome.

The idea of technologizing the educational system first emerged in the early 20th century in Western Europe and the USA, during a period of social movements aimed at reforming education, increasing its efficiency, and creating conditions for individual socialization. This idea was first substantiated in the **1930s** through the introduction of the concept of "pedagogical technique" into the educational process.

In the literature of that time, the term "pedagogical (educational) technique" was interpreted as "a set of methods and tools that assist in organizing educational activities accurately and efficiently." The inclusion of educational and laboratory equipment into the teaching process, their efficient and productive use, and the explanation of material through visual aids were all seen as key factors contributing to increased learning effectiveness.

In the 1950s, the use of technical means in the educational process was recognized as a defining factor in the development of the field of educational technology. The main focus was on expanding the student audience through the use of technical tools – improving their capabilities, increasing their information capacity, organizing the information transmission service with higher quality, and individualizing the learning process. In this regard, the possibilities of technical means and the process of improving them were accepted as the main subject and reference point of research. Additionally, special attention was paid to studying the organizational aspects of technologizing the educational process.

RESULTS AND DISCUSSION

In the early 1960s, the organization of the educational process based on the programming of education began to be seen as a factor revealing the essence of the concept of "technology". Programmatic education implies the transfer of certain knowledge to students not in separate parts, but in a consistent, holistic manner. The stage of formation of the theory of "educational technology".

Stages of development of pedagogical technology

Table 1.1.

Stages			Years	Education technology - TT
1 .	I - stage	20th century 30s	TT+ Ptex Training their training clear and effective organization to reach supportive method and tools sum (pedagogical technique – Ptex)	
2 .	II - stage	20th century 50s	TT+Ptex . = TV Education in the process technician means (TV) use , their opportunities improvement , information capacity expand them transmission service good quality organization to be a student activity individualization	
3 .	III - stage	20th century 60s	TT + Ptex . = TV = software education (DT) Software education – education of goals definition , education process general design , students by theoretical of knowledge acquisition probability in advance diagnosis , education process efficiency identification , education of the purpose the result study , activity the results analysis to grow	
TT + Ptex = TV = DT				

The proposal to organize the educational process according to a holistic, optimal program was first put forward by the “Joint Committee on Programmatic Learning and Machine Learning”, which began operating in the USA. Programmatic learning includes a clear description of educational goals, appropriate criteria for their change and assessment, and the educational environment. This corresponds to the content of the concept of a complete reorganization of the complex of changes.

Knowledge of the basic principles of pedagogical technology and their essence creates the opportunity to have a clear idea of this process [1].

Pedagogical technology, while having general didactic principles, also has the following principles that are unique to it.

The principle of unity, integrity reflects two aspects: 1) the unity of education, upbringing and personal development; 2) the presence of a specific, rigid system of pedagogical technology, the concept of "systematicity" in this context means the specificity of both the process of teaching a specific subject and the general educational process.

The principle of fundamentality expresses the advantages of studying sciences in different directions (blocks) according to the object of study, internal essence and characteristics. Academic sciences are categorized into natural, social and humanitarian sciences. Each academic discipline has information that is considered “core”, “core”, and this information serves as a basis for the study of the foundations of sciences by an individual, independent acquisition of knowledge in a specific specialty, and expansion of acquired knowledge.

This approach also allows for the use of interdisciplinary connections in the process of training specialists in a particular field. The combination of academic disciplines in specific areas reduces the strain on a person's memory, increases thinking power, and ensures the emergence of thinking.

While in the 1980s, the organization of the educational process was interpreted as providing learners with information (knowledge) in existing fields of study, in the 1990s, the organization

of this process was recognized as the process of creating favorable conditions for acquiring new information (knowledge) in a specific, specific subject based on the acquired knowledge. **The principle of cultural awareness (correspondence to the development of cultural life)** was introduced into use by the German pedagogue A. Disterweg in the 19th century and has not lost its relevance to this day. The principle of cultural awareness implies that students are educated based on the level of cultural development of society. If in the last century the level of knowledge and skills of the teacher were recognized as the leading factor ensuring the effectiveness of education, today it is clear to everyone that success cannot be achieved only with a high level of knowledge, potential and skills of the teacher. In this regard, it is important to take into account the capabilities of modern science and technology, in particular computers, multimedia tools, as well as the social and economic development of society. Now, specialists must be thoroughly prepared for the conditions of market relations, where the idea is that they "must have in-depth knowledge of the specific aspects of the field (or area), theoretical and practical knowledge in this area, be able to perform specific activities, be able to solve specific tasks within a specified period, and be able to achieve certain achievements."

Education content humanization and humanization principle . To the language taken every two The concept is also lexical. in terms of (Greek : " humanus " – humanity , " humanitas " – humanity), a to the core has although , their everyone to oneself typical meanings represents. **Humanization** education in institutions learnable sciences to the point social sciences (history , cultural studies , sociology , psychology , philology) and others) of introduction , **humanization** concept and person and his/her to the activity relatively positive approach means . Other In other words , **humanization** is human and society between to the surface incoming relationship in the process human factor , its dignity , honor , dignity , right and duties to respect founder activity organization to grow process if , **humanization** " all" conditions human and his/her " for its development " idea based on organization to be done activity process is considered .

Education process in design every one teacher this on principle strict action to do necessary or own to the specialty related problems solution in the process of him/her society interests with harmonious to be attention to give to the goal is appropriate . Now pedagogue students activity authoritarian (single) in the form of a governorship not to manage , but educational cooperation to their ideas loyalty based on education process humanizes or different let's say , education humanization on the principle action to be done provides . This situation own in turn high spiritual person's to the formation take is coming .

By teaching research to study , to investigate arrived teaching principle . This principle following two aspect to illuminate service does : 1) education institutions every one teacher own science to the field students attraction did without research take progress necessary ; 2) teacher education technology working it comes out , it in practice try sees , observes and corrections introduces , that is , it is educational process research will reach .

Teaching process this two aspect important importance has is the teacher's professional and pedagogical skill increasing to go and students future specialty to the activity thorough preparation for ground creates .

Education continuity principle education recipients professional to adjectives has to be , to exist of adjectives vital activity during improving to go in mind holds . To the person his/her whole life for hangover possible was knowledge to give possible not , because, there is knowledge every five to ten year during changing , content rich goes . So, this principle teacher's own in the activity independent education organization to reach attention to give , to

teach leadership provided from education students independent knowledge they receive for conditions creating to give represents .

Conclusion . Active approach principle theory and of practice didactic to the dependence is based on . Didactics in theory knowledge concept following two kind in the sense explained : a) education recipients absorption necessary was knowledge ; b) they by mastered and practical activity in the process applied , personal to experience turned knowledge .

Knowledge activity in the process is strengthened , that because of in students theoretical knowledge in practice hand to take talent upbringing necessary . In practice to the implementation has not been knowledge fast meanwhile forgotten will be sent .

Education in the process pedagogical from technologies of use efficiency Evaluation is also important. importance has . Pedagogical of technologies from the opportunity come came out without them to practice implementation of reaching efficiency one row criteria with determination They are :

- education , upbringing and person develop of duties in itself to make whole to receive ;
- in itself modern science and technique degrees express to receive ;
- ideological in terms of students young and psychological to the characteristics suitable arrival ;
- study of the material necessary information with complete provided ;
- teaching colorful in the process method and tools application opportunity provided ;
- education exhibitionism and all for openness provide on the principle ownership ;
- multi - functional education from the means use and them easy exploitation to do of opportunity availability ;

teacher's to students independent work effective organization to reach to crawl level Teaching in the system pedagogical technologies effective application teacher's professional It also depends on the competence . THIS because of pedagogical of technologies efficiency pedagogue by their to be used also evaluate possible . In this case, the following criteria important importance has :

- teacher's technological to culture ownership ;
- teacher's pedagogical technologies application regarding to experience ownership ;
- pedagogue by pedagogical " creative " changes to technologies introduction and their again formation ;
- pedagogical technologies education to practice implementation in the process of teacher and students between mutual cooperation basically successful of situations decision found ;
- pedagogical of technologies structural parts between mutual relatedness ;
- pedagogical of technologies students and of educators professional development in provision to opportunities ownership ;
- students education of activity positive importance profession to be able to.

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