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USE OF NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING SUBJECTS OF LIFE ACTIVITY SAFETY

Mamadaliyev Shuhrat Mashrabboevich

Senior teacher of Namangan Engineering Construction Institute,
160103, Republic of Uzbekistan, Namangan, I. Karimov st.,12

Abdukhakimova Inobat Mamajon qizi

student of Namangan Institute of Engineering and Construction
12, I.Karimov street, Namangan district, 160103, Republic of Uzbekistan

Abstract

This article discusses the importance of using new pedagogical technologies in teaching life safety topics. New pedagogical technologies include team teaching, brainstorming method, SWOT-analysis method and B.B.B. methods were used.

Keywords: Pedagogical technology, brainstorming, team teaching, venn diagram, systematic thinking, interactive method, educational process.

Today, the rapid development of the fields of science, technology and production takes one of the main places, raising the quality of education in all educational institutions to a new level in terms of content, especially the training of personnel capable of protecting the life and health of citizens in all areas of human activity. Labor protection is a set of laws aimed at ensuring the working ability, health and safety of people during the work process, including socio-economic, organizational, technical, hygienic and preventive measures, achieving an accident-free state in production, preventing injuries and occupational diseases, Concepts such as maintaining people's health, increasing labor productivity and quality of work are taught in the subject "Safety of Life Activities", and teaching this subject is one of the most urgent issues.

This, in turn, imposes higher responsibilities and duties on each system employee, including Life Safety teachers. Tasks to improve the quality and effectiveness of education require in-depth knowledge and great skills of the educational system and today's modern teacher. Bringing news into the educational process, effective use of information and communication and modern pedagogical technologies are among the important tasks of today's education.



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The content of fundamental reforms in the field of education in the Republic of Uzbekistan is enriched today with a new approach to the design of the educational process.

Interactive teaching methods mean a set of innovative methods and a system of technical tools aimed at making the student an active participant in the learning process. In the interactive training, the student should listen, read, see, write down the given information, ask questions on the topic, express his opinion freely, complete practical tasks and build theoretical knowledge and practical skills on the topic by connecting it with his life experience. Today, we will focus on the advanced educational experiences that are supported in the educational process and have good results.

"Team teaching" method

In team teaching, students are divided into two teams of equal number. Both teams perform the same task. The members of the team work together to complete the educational tasks, and each student focuses on mastering the knowledge, skills and competences provided by the subject. R. Slavin, one of the authors of cooperative learning technology, said that it is not enough to instruct students to complete tasks cooperatively. It is necessary for students to be happy with each student's success, to sincerely help each other, and to create a comfortable social and psychological environment. In this technology, in determining the quality of knowledge acquisition of students, the daily result of each student is compared with the previously obtained result, not with each other. Only then, the students, realizing that the result achieved during the lesson will benefit the team, feel responsible and strive to learn more, master knowledge, skills and abilities.

"Brainstorming method"

The brainstorming method was first used several decades ago by F. Osborne in the Butter, Barton, Dustin and Osborne firm through Alex advertising. Later, this method was also used by large international corporations. This method has been used in educational institutions of our republic since 2000.

The main rules of the brainstorming method:

- put forward thoughts and ideas are not taken under criticism, they are not evaluated;
- refrain from evaluating the proposed ideas and ideas, even if they are fantastic, antique;
- do not criticize! All opinions expressed are equally valuable;
- do not interrupt when giving an opinion;



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- increasing the number of goals and ideas;
- the more ideas and feedback, the better. There is a possibility of the birth of a new, invaluable thought and idea;
- if ideas are returned, do not reject;
- strictly adhere to the time of brainstorming;
- answer the given questions briefly.

"SWOT-analysis" method. The purpose of the method: analysis of existing theoretical knowledge and practical experience, finding ways to solve problems through comparison, strengthening, repeating, evaluating knowledge, forming independent, critical thinking, non-standard thinking.

S (strength)	Strengths
W (weakness)	Weaknesses
O (opportunity)	Opportunities
T (threat)	Obstacles

The "Venn diagram" method is used to compare or contrast two or three aspects and common aspects of the studied objects. Develops the skills of systematic thinking, comparison, comparison, analysis.

They will learn the rule of creating a Venn diagram. In separate small groups, they construct a Venn diagram and fill in the non-intersecting areas. The "Venn diagram" method helps to develop the learning skills of the students to analyze the unique and similar aspects of the studied objects.

The "Venn diagram" method can be widely used in theoretical training, practical, seminar and laboratory training. When this method is used in the training, the topic is easy to explain and the learners' interest in the topic is high and they become active participants while the topic is being explained.

Advantages of the "Venn diagram" method:

- the ability to work in small groups is formed;
- the ability to solve the same problem in different ways increases;
- can find connections on the topic;
- has a high level of interest in the subject;
- actively participates in training.

Disadvantages of the "Venn diagram" method:

- requires a lot of time;
- to be noisy;



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- when considering each issue separately, the knowledge of the learners may be lacking.

"Cluster" graphic organizer. The "cluster" method is a well-thought-out strategy that can be used in one-on-one and group sessions with students. Clusters create an opportunity to generalize the ideas put forward, to find connections between them.

The following conditions must be met when using the method:

- Whatever you think, write it down on paper! Don't think about the quality of your thoughts, just write!
- Do not pay attention to spelling or other aspects of your writing!
- Don't stop typing until the time limit is up! If you can't think for a while, then start drawing something on paper! Continue this process until a new idea is born!
- Prioritize as many new ideas as possible within a specific concept push, show the interrelationship between them!

B.B.B. using the method

Concepts that students know and do not know and the table is filled with expressions. Not listed, but lesson In the process, unfamiliar concepts and expressions for the new student are also recorded in the second column of the table. The main attention of the student is focused on acquiring knowledge in the second column of the table. The student learns and writes down concepts and expressions in the second column of the table by listening carefully to the lesson, and puts a "+" sign in the third column about the question he has mastered, the others are left blank. If some concepts and phrases in the second column remain unlearned during the lesson, they will be learned by asking the teacher or independently.

No	Topic questions	I know (+ -)	To know i want	I knew (+)
1.	State the goals and objectives of life safety science			
2.	Who do you know from the great scientists who founded the science of life safety?			
3.	Explain the concept of health threat.			
4.	Name the types of hazards.			
5.	Ensuring security show the ways and methods			

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Effectiveness of the educational process is ensured by applying the interactive methods analyzed above to the educational process in teaching the science of life safety.

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