

**“TARBIYA” DARSLARI DAVOMIDA O‘QUVCHILARNI
FAVQULODDA VAZIYATLARDA RATSIONAL HARAKATLANISHGA
TAYYORLASH USULLARI**

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Annotatsiya

Ushbu materialda “Tarbiya” darslari jarayonida o‘quvchilarni favqulodda vaziyatlarda to‘g‘ri va ratsional harakatlanishga tayyorlash usullari yoritib berilgan. Tadqiqotda xavfsizlik madaniyatini shakllantirish, tabiiy va texnogen holatlarda o‘zini tutish qoidalarini o‘rgatish, amaliy treninglar, simulyatsiya mashg‘ulotlari, rolli o‘yinlar va profilaktik suhbatlar orqali o‘quvchilarning bilim va ko‘nikmalarini mustahkamlashning samarali yo‘llari tahlil qilingan. Shuningdek, o‘quvchilarning yosh xususiyatlarini inobatga olgan holda ta‘lim-tarbiya jarayonida interaktiv texnologiyalardan foydalanish, ijtimoiy-huquqiy mas‘uliyatni oshirish va psixologik tayyorgarlikni shakllantirish imkoniyatlari ko‘rsatib berilgan.

Kalit so‘zlar: tarbiya darsi, favqulodda vaziyat, xavfsizlik madaniyati, ratsional harakatlanish, amaliyotiy mashqlar, rolli o‘yinlar, profilaktika, o‘quvchi tayyorgarligi, xavfsizlik qoidalari, psixologik tayyorgarlik.

**МЕТОДЫ ПОДГОТОВКИ УЧАЩИХСЯ К РАЦИОНАЛЬНЫМ ДЕЙСТВИЯМ В
ЧРЕЗВЫЧАЙНЫХ СИТУАЦИЯХ ВО ВРЕМЯ УРОКОВ «ОБРАЗОВАНИЯ»**

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Аннотация

В данном материале освещены методы подготовки учащихся к правильным и рациональным действиям в чрезвычайных ситуациях в процессе занятий”

воспитание".отация. В данном материале освещены методы подготовки учащихся к правильным и рациональным действиям в чрезвычайных ситуациях в процессе занятий” воспитание”. В исследовании проанализированы эффективные способы закрепления знаний и умений учащихся посредством формирования культуры безопасности, обучения правилам поведения в природных и техногенных ситуациях, практических тренингов, симуляционных занятий, сюжетно-ролевых игр и профилактических бесед. Также показаны возможности использования интерактивных технологий в учебно-воспитательном процессе с учетом возрастных особенностей обучающихся, повышения социально-правовой ответственности, формирования психологической готовности.

Ключевые слова: урок воспитания, ЧС, культура безопасности, рациональное движение, практические упражнения, сюжетно-ролевые игры, профилактика, подготовка воспитанников, правила техники безопасности, психологическая подготовка.

METHODS OF PREPARING STUDENTS FOR RATIONAL ACTION IN EMERGENCY SITUATIONS DURING “EDUCATION” LESSONS

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Annotation

In this material, in the process of “training” classes, methods of preparing students for proper and rational movement in emergency situations are highlighted. The study analyzed effective ways to strengthen students ' knowledge and skills through the formation of a culture of safety, teaching rules of behavior in natural and man-made situations, practical training, simulation training, role-playing games and preventive conversations. Also, taking into account the age characteristics of students, the possibilities of using interactive technologies in the educational process, increasing socio-legal responsibility and forming psychological training are indicated.

Keywords: upbringing lesson, emergency, safety culture, rational movement, practical exercises, role-playing games, prevention, student training, safety rules, psychological training.

Introduction

Today, ensuring the safety of society and educating the younger generation as responsible individuals who can behave correctly in various emergency situations is one of the important tasks of educational institutions. The ability to make quick and informed decisions in natural disasters, man-made disasters or socially dangerous situations is crucial for saving human life. Therefore, preparing students for such situations, forming a safety culture in them, and systematically developing knowledge and skills, from simple rules to practical actions, within the framework of "Education" lessons is an urgent issue. This work highlights effective methods and technologies for teaching students to act rationally in emergency situations through education lessons.[1]

Main part. The educational process of the subject "Education" conducted in the school education system in Uzbekistan is given great importance in terms of forming the skills of acting correctly in emergency situations. The goal is to study students' life safety and specific strategies for moving in emergency situations, as well as to determine the effectiveness of pedagogical technologies used in teaching in this area.[2]

On August 23, 2019, at a videoconference meeting dedicated to the development of the public education system, increasing the qualifications and authority of teachers in society, and raising the spirituality of the younger generation, the President of the Republic of Uzbekistan Shavkat Mirziyoyev proposed the introduction of the subject "Education" based on the harmony of the subjects "National Idea", "Etiquette", "History of Religion" and "Sense of the Homeland". At the end of December 2019, the Ministry of Public Education developed a draft document containing a plan for introducing the new subject in grades 1-9 of schools in the 2020-2021 academic year and in grades 10-11 in 2021-2022. Also, a resolution of the Cabinet of Ministers "On measures for the gradual introduction of the subject "Education" into practice in general secondary educational institutions" was adopted on this issue.[2]

Each society approaches the upbringing and education of its future youth in accordance with the requirements of the times, the process of global changes, and national characteristics. Through this, it aims to help young people grow up as people who benefit and develop the future of society. It also aims to create a system for educating an honest, responsible, and just generation for social progress. Naturally, the development of the intellectual skills and moral qualities of young people has historically been the main task of the school. Young people are the most influential and flexible group in an increasingly changing and complex world. It is also an urgent task for them to form personal and human qualities in the process of adapting to today's changes and requirements. In this regard, education should become a compass that helps them move confidently. Taking this into account, the need to reform the education system of

Uzbekistan arose, and work began on the gradual introduction of a single subject "Education" from the 2020-2021 academic year.[2]

Before the start of this process and the introduction of the subject "Education", a working group established under the Ministry of Public Education was directed to study the current state of educational subjects at that time. Through this, it was tasked with studying what aspects should be paid attention to in the formation of a new subject, studying the shortcomings of existing subjects and not repeating them in the new subject. Therefore, as a result of the studies, it was noted that the curricula and textbooks for the subjects "Etiquette" for grades 1-4, "Sense of Homeland" for grades 5-6, "Idea of National Independence" for grades 7-9, and "Fundamentals of Spirituality" for grades 10-11 are unsatisfactory and cannot form the skills intended for the subject in students. Also, the hours, curricula and competencies of subjects related to personal development taught in the education systems of developed countries such as Great Britain, Japan, and South Korea were studied. As a result of the results obtained and the conclusions studied, the concept of this subject was developed. This is to create conditions for young people to understand their social responsibility and grow up as selfless and patriotic people by educating them ideologically, guiding them towards success, and explaining the idea of "From National Revival to National Upliftment," which is the common highest goal of society.[2]

Also, through this subject "Education", an active civic position is formed in students, and the younger generation grows up with responsibility, obligation, legal awareness and legal culture, has a deep worldview and healthy beliefs, and is also brought up in the spirit of respect for national and universal values, patriotism. Therefore, the formation of responsibility in students is also a feature that demonstrates the virtue of generosity.

This subject, in addition to teaching students how to apply the knowledge they have gained in fundamental sciences in life, should also pay special attention to making the right decisions in complex situations and preparing students to act rationally in emergency situations. Because today requires people who are always ready for dangerous and emergency situations. However, the experience of developed countries, as well as the lack of courage of today's students when starting their careers and starting an independent life, shows that it is very necessary to train them to think deeply, to have the skills to be prepared for rational action in emergency situations. That is, it is shown that a student, a future cadre, is not just a container for information, but to be able to apply it in real life, in emergency situations, is an important requirement of today.

In order to identify controversial aspects within this subject and improve it with public feedback, on December 15, 2019, a draft resolution of the Cabinet of Ministers "On measures for the gradual introduction of the subject "Education" into practice in general secondary educational institutions" was published on the regulation.gov.uz website. During the discussion, various proposals and recommendations were made, and in general, they were widely discussed.

Firstly, the subject of “Education” is planned to be taught to students from grades 1 to 9 in the 2020-2021 academic year, and grades 10-11 are planned from the 2021-2022 academic year, and since this process was organized quickly, many shortcomings are also noticeable in the organizational process. The curriculum and textbooks of the subject of “Education” emphasize the formation of skills such as patriotism, entrepreneurship, willpower, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, and hard work. However, it turns out that special attention is not paid to preparing students for rational action in emergency situations, and separate systematic topics are not allocated.

Secondly, the work plans for the subject “Education” and the textbooks and other user materials based on them have not been prepared in the form of instructions on how to prepare students for rational behavior in emergency situations and how to act in them. This also indicates that the process has not been fully covered.

Thirdly, in the calendar-subject plans of this subject, many hours are allocated to repetitive topics such as nature and human relations, the use of technology, and the hymn to the homeland, and there are very few topics aimed at preparing students for rational behavior in emergency situations. In particular, there are few topics aimed at preparing students for rational behavior in emergency situations, and their scope is also very narrow. After all, if the subject “Technology” is aimed at using and studying technology, then it is not a very correct approach to include topics related to the use of technology in the work plan of the subject “Education” of primary education.

Fourth, in the section aimed at preparing students for rational action in emergency situations, it is necessary to form a set of separate topics and gradually introduce students to rational action in emergency situations, practical struggle aimed at not losing themselves in extreme situations. However, the primary school textbook does not pay attention to these. However, the presence of topics such as “How to use the telephone” increases the number of questions. What is appropriate to teach in the subject “Upbringing” developed for primary schools. At a time when a person’s high moral qualities are being strengthened and hardened, it is appropriate to direct the minds of children to practical skills and preparation for emergency situations. Therefore, the need for a special approach and attention to the question of what and how to teach a child from primary school remains relevant.

The calendar plan developed for fourth grades also includes more topics aimed at praising the homeland, glorifying it, and demanding patriotism. We know that love for the homeland cannot be demanded and is achieved. Therefore, the pedagogical impact is effective, focusing not on how to love the homeland, but on why one should love it. Also, this plan allocates a larger place to topics that develop altruistic qualities. In particular, topics such as “The Wisdom of Doing Good”, “Honesty”, “Honesty is the Key to Success”, “Virtues are the Beauty of a Person”,

“Remembering a Person is a National Value”, as well as topics such as “What to Do in Dangerous Situations” based on a new approach, will serve to prepare students for rational action in emergency situations.

In preparing students for rational behavior in emergency situations, the technology of “Rational behavior in emergency situations” is of great importance within the framework of the topic “What to do in dangerous situations” in the subject “Education” developed for 4th grade. In the process of studying the subject “Education”, the student seeks answers to the following questions: “What are dangerous situations?”, “What dangerous situations exist?”, “How should I act in dangerous situations?”, “Do I know what to do in dangerous situations?”, “What are emergency situations and what do I know about them” and others.

Systematic study of the subject of education in classes prepares students for rational action in emergency situations. Because emergency situations begin with providing students with information about dangers and dangerous situations. Conducting the subject of “Education” through specific and tactical exercises from the primary grades creates an opportunity to prepare students for rational action in emergency situations.[4]

Conclusion. The study shows that preparing students for rational action in emergency situations during “Education” lessons plays an important role in forming their safety culture. The systematic use of practical exercises, role-playing games, trainings and preventive conversations develops students' ability to make quick, conscious and safe decisions. Correctly selected methods and interactive approaches by the teacher contribute to the active participation of young people, the practical application of knowledge and the sustainable formation of behavior in emergency situations. Therefore, it is important to improve work in this area, introduce modern educational technologies, and strengthen preventive work.[4]

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