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METHODS AND TOOLS FOR DEVELOPING LIFE SAFETY SKILLS IN STUDENTS

Abstract. This article discusses the causes of potential accidents among university students, their negative consequences, preventive measures, and the methods and tools for developing life safety skills in students. In addition, practical recommendations are provided for improving the system of ensuring student safety during laboratory sessions.

Keywords. Life safety, skills, method, tool, accident, injury, danger, safety, laboratory training.

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МЕТОДЫ И СРЕДСТВА ФОРМИРОВАНИЯ У СТУДЕНТОВ НАВЫКОВ БЕЗОПАСНОСТИ ЖИЗНЕДЕЯТЕЛЬНОСТИ

Аннотация. В данной статье обсуждаются причины возможных несчастных случаев среди студентов высших учебных заведений, их негативные последствия, меры по предотвращению таких ситуаций, а также методы и средства формирования у студентов навыков безопасности жизнедеятельности. Кроме того, приведены практические рекомендации по совершенствованию системы обеспечения безопасности студентов во время лабораторных занятий.

Ключевые слова. Безопасность жизнедеятельности, умение, метод, средство, несчастный случай, травма, опасность, безопасность, лабораторное обучение.

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TALABALARDA HAYOT FAOLIYATI XAVFSIZLIGI KO‘NIKMALARINI SHAKLLANTIRISHNING METOD VA VOSITALARI

Annotatsiya. Ushbu maqolada oliy ta’lim muassasalari talabalari o‘rtasida yuzaga kelishi mumkin bo‘lgan baxtsiz hodisalar sabablari, ularning salbiy oqibatlari, oldini olish chora-tadbirlari hamda talabalarda hayot faoliyati xavfsizligi ko‘nikmalarini shakllantirishning metod va vositalari muhokama qilingan. Shuningdek, laboratoriya mashg‘ulotlari mobaynida talabalar xavfsizligini ta’minlash tizimini takomillashtirish bo‘yicha amaliy tavsiyalar keltirib o‘tilgan.

Kalit so‘zlar. Hayot faoliyati xavfsizligi, ko‘nikma, metod, vosita, baxtsiz hodisa, jarohatlanish, xavf, xavfsizlik, laboratoriya mashg‘ulotlari.

INTRODUCTION

In modern society, safety issues have become critically important in all areas of human activity. This is especially true for students in higher education institutions, where developing knowledge and skills in life safety, and preparing them to act correctly in various hazardous situations, are pressing tasks. This requires the application of effective pedagogical methods and tools in the educational process. According to statistical data, incidents involving technological, environmental, and social hazards among youth have been increasing in recent years. Students spend much of their time on the roads, in public places, and operating technical equipment, which can pose various levels of risk to their lives. Therefore, fostering a culture of life safety, alongside theoretical knowledge, is essential to develop practical skills, making this topic highly relevant [1, 2, 3].

LITERATURE ANALYSIS

Analysis of research conducted in this field indicates that an integrated approach is more effective in shaping knowledge related to life safety. In leading universities of Western and Asian countries, students are regularly involved in educational and practical sessions based on programs such as "Safety Education,"

"Risk Awareness Training," and "Emergency Preparedness Programs." Among local scholars, A. Khollmatov emphasizes the principles of continuity and step-by-step progression in life safety education curricula [4]. Additionally, O. Islomov substantiates the advantages of interactive teaching using multimedia tools in this field. Research by Wiegand highlights the importance of developing a safety culture between students and instructors to ensure safety during laboratory sessions. The study underscores the necessity of teaching safety protocols at the beginning of laboratory exercises to improve safety-related approaches [5, 6, 7]. In a study by Smith and Jones, the risks associated with handling chemicals and the need for specialized safety equipment in laboratories are emphasized. Studies on electrical safety are also widespread. Johnson and Roberts emphasize the risks of using electrical equipment in laboratory sessions and the importance of maintenance to reduce these risks. Research on electrical safety indicates that laboratories require high levels of caution and compliance. Taylor's research emphasizes the necessity of providing protective equipment to students during laboratory sessions and teaching them the proper usage of these tools. The study recommends the development of protective equipment and continuous training with students on their use as the best approach to ensure laboratory safety. Roberts, in his work, presents students' opinions on the effectiveness of protective equipment in ensuring safety. His research shows that the lack or improper use of protective equipment can lead to numerous accidents, especially in chemistry and biology laboratories, resulting in injuries and damages [8, 9, 10].

RESEARCH METHODOLOGY

The research was conducted at Namangan State University, involving 120 first- and second-year students as the experimental group. A combination of pedagogical observation (active participation in the educational process and analysis of knowledge), surveys, tests (to assess students' knowledge levels), experiments (conducting trial lessons based on new methodological materials), and statistical analysis (comparing initial and final results) were employed. During the

experiment, multimedia tools, simulator trainers, interactive lessons, and practical exercises related to emergency situations were utilized.

ANALYSIS AND RESULTS

In accordance with the Order No. 202-B of the Minister of Labor and Social Protection of the Population of the Republic of Uzbekistan dated December 23, 2010, the Regulation on the Procedure for Investigating and Accounting Accidents Involving Students and Pupils in the Educational Process has been developed. This Regulation establishes the procedure for investigating and accounting accidents involving students and pupils during the educational process and is applicable to higher, secondary specialized, vocational education institutions, and general secondary education schools.

According to the Regulation on the Procedure for Investigating and Accounting Accidents Involving Students and Pupils in the Educational Process, the following accidents are subject to special investigation:

1) group accidents involving two or more students occurring simultaneously;

2) accidents resulting in death;

3) accidents with severe consequences.

The severity of harm caused to the health of students as a result of an accident is determined by a conclusion issued by a healthcare institution.

During the research, the causes and negative consequences of accidents that may occur among students of higher education institutions, including during laboratory sessions, were analyzed, and recommendations for their prevention were developed.

Laboratory safety measures for students during laboratory sessions:

- Always record the topic, objective, procedure, and a brief summary of the work clearly and accurately in your laboratory notebook.

- After the instructor or laboratory assistant explains the safety rules, write your group name, surname, and first name in the journal and sign it.

- Before starting the laboratory session, ensure that your mobile phone is turned off. Prevent accidents and be vigilant about potential hazards.

- Do not begin work without the instructor's or laboratory assistant's permission.

- Maintain quietness, freedom, and order during the session, and avoid working while wearing outer clothing.

- Sit at your designated workstation. Walking around the room or engaging in other activities is prohibited.

- Keep workbenches free from portfolios, bags, and other equipment.

- Smoking and using open flames are prohibited in the laboratory.

- Before starting or during the work, if you notice any damage to instruments or equipment, immediately inform the instructor or laboratory assistant.

If you observe any sparks or fire, calmly alert the instructor or laboratory assistant and use the primary fire extinguishing equipment to address the situation.

During the research, it was found that in traditional lessons, although students possessed theoretical knowledge, they encountered uncertainty regarding how to act in real-life hazardous situations.

The results obtained from the experimental group are presented in Table 1.

Table 1.

Comparison of initial and final knowledge (%)

Indicators	Initial level (%)	Final rank (%)
correct actions in case of fire	52	87
skill to move to a safe place during an earthquake	48	84
recognition of safety signs	55	90
basics of providing first aid	40	76

This demonstrates that integrating modern tools into the educational process and aligning theoretical knowledge with practical exercises yields higher results.

CONCLUSION

The necessity of applying effective methods and tools in shaping life safety skills is increasing. The introduction of multimedia technologies, simulation exercises, video lessons, testing systems, and practical training into the educational

process contributes to the development of safety culture among students. Additionally, if lessons are organized based on interactive and active participation, students' motivation and responsibility increase. Based on this research, it is recommended to conduct life safety lessons in higher education institutions using modern methods.

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