



PEDAGOGICAL CONDITIONS FOR TEACHING THE RULES OF LABOR PROTECTION AND TECHNICAL SAFETY IN HIGHER TECHNICAL EDUCATION

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ABSTRACT	KEYWORDS
In the new Uzbekistan, the education of future personnel who have matured in every possible way, are based on healthy competition and have acquired modern technologies is one of the most important directions of state policy.	Pedagogical condition, technical safety, modern methods, modern technologies, experimental work.

Introduction

Effective didactic capabilities aimed at improving the methodological foundations of the teaching of the rules of labor protection and technical safety in higher technical education were improved during the course of experimental work with the development of a logical-systematic model of organized lesson and extracurricular activities, circles. It is envisaged to achieve this issue on a planned basis, using the capabilities of each subject for complex events and activities and the study of this topic.

The formation of competencies, purpose and didactic requirements that determine the level of knowledge provided for in the science program in the teaching of the rules of labor protection and technical safety in higher technical education are an important part of the model composition.

Didactic requirements should stimulate the motivation of modern pedagogical technologies, computerized information systems, teachers to new informational materials.

In accordance with the didactic requirements of practical training, it is necessary to pay attention to:

- determination of the goals and objectives of the lesson in the direction of the main goal;
- the definition of educational material for the elements of the composition of the lesson (in this it is necessary to cover the features of the lesson and science, modern information products).
- didactic principles of the requirements and laws of the modern market economy;
- selection of convenient methods and methods of Education;
- the choice of visual weapons and technical means of Education, arising from the goals and objectives set for the lesson.

In the logical-systematic model of improving the methodological foundations of the teaching of the rules of labor protection and technical safety in Higher Technical Education, the technological process of research goals and objectives is reflected. Based on the above, it should be noted that in the

improvement of the methodological foundations of the teaching of the rules of labor protection and technical safety in Higher Technical Education, each training, lesson and extracurricular activities have their place, their content. The teacher, on the other hand, is required to provide knowledge to students of Higher Technical Education, armed with modern, advanced teaching tools when organizing classes to achieve the stated goal, to use techniques and innovations that help them grow their knowledge of labor protection, and Technical Safety. The organization of classes in the new, today's demand assumes a new approach of the teacher to the lesson, a search for types and types of lessons with a new form and content in contrast to the methods and methods of the previous lesson. The teacher's preparation for the lesson is determined based on his scientific and pedagogical potential, professional skills. Another of the factors for improving the methodological foundations of teaching the rules of labor protection and technical safety in higher technical education is the organization of extracurricular activities.

The effectiveness of teaching the rules of labor protection and technical safety based on the formation, expansion of knowledge, expansion of thinking and deepening of the requirements in the independent solution of social life problems by improving the methodological foundations of teaching the rules of labor protection and technical safety in higher technical education is of great responsibility to the teacher.

The Insert table provides a systematization of information and knowledge obtained, which is convenient in the Independent Education of students of Higher Technical Education; allows you to confirm, identify, track the information received. Helps to form the ability to link previously obtained data together.

The Venn diagram is used when comparing and contrasting two to three aspects of information, events. Develops the skills of systematic thinking, comparison, analysis.

The T-table of graphed organizers helps in the organization of group lessons, the development of critical observation, and the confrontation of elements in the information, drawing the conclusion that yes or no.

"How?" the hierarchical diagram leads to the formation of general perceptions of labor protection and Technical Safety, the emergence of logical questions, allows you to develop the skills of systematic thinking, analysis.

"Why?" the scheme allows a chain of thought to occur to determine the initial causes of the problem. Activates systematic, creative, analytical and synthesized thinking in students. Based on the results we have achieved in the process of using methods and tools of this pedagogical technology, we have carried out pilot work in higher technical educational institutions in accordance with the previously developed plan.

Pedagogical technology of teaching the rules of labor protection and technical safety in Higher Technical Education – external (objective subject) and internal (subjective psychological) components that involve a goal – oriented process: motive – goal – task – Activity – Control-result = reflection. Any of its manifestations is a creative process in which activity, independence, freedom of the individual and a reflection of the individual's own non-repetition. An important feature of the activity is that it has a clear and ambiguous subject character. Its components reflect the content of one or another object. And the activity itself is directed to the creative creation of a certain material or spiritual product.

The following processes can be distinguished in achieving the goal set in the teaching of the rules of labor protection and technical safety in Higher Technical Education:

Cause-a process of Essence. On the basis of any technology lies the mutually beneficial cooperation of an educator and a student as an object and subject who are active participants in the pedagogical learning process. This cooperation is a condition for an effective solution to the pedagogical problem. Reason-essence is an important factor that drives a person. It can be seen both as the energy of the activity process and as a fuel. Reason-essence can also be as an internal (Botanic) factor (for example, striving to become a highly qualified specialist, or trying to prove to someone his "I"). External (apparent) causality, on the other hand, can be shared as circumstances, mentors, parents, friends, acquaintances, especially by the parent to teach their profession to their child, to give impetus to the acquisition of a profession, or by the teacher as a call to learn the most subtle aspects of the profession. External causes are called incentives. Improving the methodological foundations of teaching the rules of labor protection and technical safety in Higher Technical Education will not have a causal basis.

To prove, explain, show, to justify the fact that the teaching of the rules of labor protection and technical safety in higher technical education is a necessary need, it will first be necessary to justify them. It doesn't always go easy. The need for new knowledge, the formation of interests, the identification of abilities in them, the formation of their strengths, aimed at ensuring effective self-development in students, is the beginning of the pedagogical process.

At the stage of the process determining the goal-task, students become subjects of creative communication, acquisition of knowledge and useful work from the object of pedagogical influence. At the same time, pedagogical activity is a modeled result of activities that have not yet been implemented as a project that, regardless of the complexities that arise on the way to achieving its goal, implies changes in number and quality in the pedagogical process and individual components. It is necessary that the result appears in the human mind as a goal before it becomes a practice. Although the goal does not directly enter the system of activity, it is important for the quality of activity, remaining as an internal subjective-psychological state.

The goal determines the procedure for the implementation of a certain technological process. Because the goal is an important subspecialty of technology as an realized need. The goal creates problems that must be solved as a factor forming the pedagogical system. Therefore, the activity will also have problematic content due to its creationist nature.

The organization of pedagogical influence on the basis of consistency and sequence ensures the achievement of the goal set before students and the improvement of their professional skills. Taking into account the implementation of the specified task, monitoring, analysis of efficiency are important tasks. At the same time, the redistribution of forces, means, rescheduling are included. The important thing is to be able to correctly organize the intended, diagnostic and corrective work.

In conclusion, the wider use of pedagogical methods based on advanced pedagogical technologies than the methods of traditional teaching forms a young citizen who is highly qualified, independent and creative minded, resistant to life tests, has his own conclusions.

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