



THE PLACE AND ROLE OF THE SUBJECT "SAFETY OF LIFE ACTIVITIES" IN THE PREPARATION OF FUTURE ENVIRONMENTAL ENGINEERS FOR PROFESSIONAL ACTIVITY

Kholdorova Mukhayyo Otakulovna

PhD doctoral student of Jizzakh Polytechnic institute

Email: mukhayyo.xoldarova01@mail.ru

Tel: +998945747715

Article history:		Abstract:
Received:	7 th January 2024	In this work, the issues of forming a stable interest in life safety and labor protection activities among future environmental engineers who are trained in technical higher education institutions were considered
Accepted:	6 th March 2024	
Keywords: Life safety, labor protection, specialist, interest, student		

By the beginning of the 21st century, ensuring a safe life in the world has become the most urgent problem. Because the supply of production processes with unprecedentedly advanced technologies, the complication of some unpleasant situations in natural development threaten the health of the population, the orderliness and cleanliness of the environment, and the sustainable development of the economy.

In the documents of the UN "International Organization for the Protection of Civilians", it is written that: "With the rapid development of the world, the risks also increase, therefore, the guarantee of sustainable development is the protection of citizens." That is why today it is important to pay special attention to the preparation of future specialists, including students of the "Ecology and Environmental Protection" field of study, in Life Safety and Labor Protection.

In recent years, large-scale reforms have been implemented in our country to ensure the safety, life and health of people, and the ability to work. In particular, the implementation of the main powers in the field of labor protection, the transfer of services to professional market participants in the field of labor protection, and the strengthening of state and public control over labor protection are primarily carried out in enterprises and organizations, at workplaces. aimed at improving working conditions and preventing injuries in production. As a result of the year-by-year increase in the wide-ranging construction work carried out at the national level, the number of production-related accidents is increasing as a result of neglecting labor protection requirements and not creating safe working conditions for employees in organizations operating in the field of ecology. Despite the fact that the causes of accidents are diverse, the general conditions for their occurrence are that many employers and employees of organizations do not follow safety rules in pursuit of income during the transition to the market economy. Broad implementation of international standards and advanced foreign practices in the ecological network, further strengthening the guarantees of labor rights and the organization of safe working conditions for the life and health of employees, elimination of accidents and damages in production, including prevention of occupational diseases, three ways. requires the creation of a new approach to the organization of prevention measures at all stages of construction work, which combines safety, occupational hygiene and employee well-being.

The following are the system-forming components of the orientation of students in technical higher education institutions to activities related to life safety and labor protection: awareness of the need to ensure life safety and labor protection in production; interest in life safety and labor protection; learning to meet the requirements of life safety and labor protection standards.

Understanding the need to ensure life safety and labor protection in production as a system-forming component of the student's orientation to activities related to life safety and labor protection provides the following: oriented to ensuring the safety of a person in the work process, protecting his health, ensuring his workability to know the requirements, norms and rules, instructions (instructions) for the operation of production equipment; understanding the consequences of violation of requirements for the safety of production processes, separate groups of technological processes; understand the content of sanitary and technical passporting of the enterprise, which allows to determine the risk, describe the level of severity and labor intensity, determine the level of possible concentration of dangerous production factors in workplaces.

For example, an error in the organization of the production process as a result of the use of methods or methods that do not ensure safe work, bypassing special safety requirements, the presence of dangerous and harmful production factors at the workplace, protective devices or personal protective equipment are available. non-existence or non-use of them, occurs as a result of using unsuitable instruments.

This type of error can occur consciously in order to increase production efficiency at the expense of saving labor costs, as well as consciously due to the lack of skills of the specialist.

The technical error caused by the occurrence of the emergency situation includes equipment failure and unsatisfactory environmental conditions (extremely high and very low temperature, noise, vibration, dust, insufficient lighting). Technical errors can be found in automatic mode and in non-automatic or problematic modes. On the contrary, to know the requirements, norms and rules aimed at ensuring human safety, health protection, and workability estimation, as well as instructions for the operation of production equipment; understanding the consequences of violation of requirements for production processes, safety of separate groups of technological processes; Identifying the risk, describing the level of severity and labor tension, determining the possible concentration of dangerous production factors in workplaces, understanding the content of the sanitary technical passporting of the enterprise, which allows to ensure labor safety during the production process and to eliminate the danger in time .

The next system-forming component of the student's focus on activities related to life safety and labor protection is interest in life safety and labor protection.

The analysis of the literature showed that there are several points of view regarding the essence of interest.

Proponents of the first point of view view interest as an attitude. For example, S. L. Rubinstein noted that interest is a person's figurative, emotionally decorated relationship to existence. According to him, interest reflects need, and need, in turn, reflects necessity, and interest expresses personal attachment to the object of existence. At the same time, a deepened interest can become a need in mastering some activity, field of knowledge [1].

Supporters of the second point of view saw interest as a need.

A. V. Petrovsky noted that interest is an emotional manifestation of a person's need for knowledge [2].

A.N. Leontev stated that curiosity is a direction of general knowledge of existing objects and phenomena that leads to the accumulation of knowledge about the subject [3]

V.N. Myasishev and V.G. Ivanovs differentiated between interest and need based on the fact that need is directed to owning an object, and interest is to know it, and they are a little far from a broad understanding of interest [7].

Supporters of the third point of view considered interest as a trigger of human activity. According to B.I. Dodonov, interest is a universal mental mechanism that motivates a person to engage in activities that lead to emotional satisfaction [4].

L.S. Vygotsky understood interest as a dynamic tendency that determines the structure of the direction of the influence of human reaction [8]. He understood interests in this way and considered them as a vital, organic process, which is deeply rooted in the organic, biological basis of a person, but develops along with the whole person: It is because of the close connection of interests with the biological basis of a person that it is believed that interests are not acquired, but develop.

Proponents of the fourth point of view considered interest as curiosity or attention. For example, N.D. Levitov, A.G. Kovalev tried to interpret curiosity as a manifestation of short-term interest [5].

E.P. According to Ilin, regardless of the point of view, the following two situations will definitely occur: the presence of a need and a positive experience of it. He writes that it is one and the other, which is reflected in the definitions given by different authors. There is a narrow and broad understanding of interest. Curiosity in the narrow sense was associated only with the need to know, and because of this, they recognized only the curiosity of knowledge. In a broad sense, interests are considered in relation to not only knowledge needs, but also other needs [6].

In our opinion, interest is one of the motivational structures, the structure-forming component of a person's orientation, and the awakening of interest in life safety and labor protection activities among students of technical higher education institutions is conditioned by objective and subjective factors.

For objective reasons we include:

- international, national life safety and labor protection standards;
- study the basics of life safety and labor protection management system;
- promotion of the use of voluntary measures for life safety and labor protection;
- employers' interest in activities to ensure life safety and labor protection in production and organization of a labor protection management system;
- the content of educational materials on life safety and labor protection and methods of learning it.

For subjective reasons, we included:

- professional and personal qualities of the teacher;
- students' need for safety, the need to acquire the skills to determine and evaluate the level of danger and danger in order to make quick and correct decisions;
- accumulation of students' knowledge about the impact of dangerous and harmful production factors and risks on the health and safety of the person and others;
- positive emotional attitude of students to the creation of a system of protection against dangerous and harmful production factors and risks during training and production practice;

students' interest in sanitary-hygienic working conditions, the causes and consequences of accidents in production, factors of the environment and work process that can be the causes of chronic diseases or sudden

deterioration of the worker's health, to determine deviations from the norm interest in the process of monitoring the health status of employees;

- to focus students' attention on the obligations and responsibilities of employers in the field of life safety and labor protection, to ensure the participation of employees in the management system of labor protection in production.

Another structural component of directing students to life safety and labor protection activities is to direct them to fulfill the requirements of life safety and labor protection standards.

Orientation is considered as a goal that is planned "for its own sake" but postponed or realized when the desired situation appears.

Therefore, the direction to fulfill the requirements of life safety and labor safety standards is considered as a direction to ensure the safety and health of employees, which allows for a stable direction to the fulfillment of requirements to the labor protection management system, to reduce the effects of dangerous and harmful production factors and hazards. can be considered.

Based on the above-mentioned understanding of the direction of fulfilling the requirements of life safety and labor safety standards, we describe its structural components (cognitive, emotional, behavioral) as follows:

Cognitive:

- an idea of safe working conditions in which harmful or dangerous production factors do not affect employees or their level of influence does not exceed the established norms;

- knowledge of the legal bases and standards of life safety and labor protection;

- realizing the need to ensure the safety of life and work in production and to increase the efficiency of the labor protection management system;

Emotional (emotional):

- a positive attitude to the protection of employees and workers from the effects of dangerous and harmful production factors, prevention of accidents, including occupational diseases in production;

- interest in preventing industrial accidents and occupational diseases;

- to ensure the safety of employees' life activities, as well as to support the state control services over the labor protection management system;

- improving the competence and skills of employees and workers in ensuring and fulfilling the requirements of labor safety and health;

Moral:

- skills and abilities to implement legal social-creative, organizational-technical, sanitary-hygienic, treatment-preventive, rehabilitative and other activities that ensure safety of life and health of employees in production;

- helping to organize and carry out effective measures to eliminate or limit risks that allow employees to maintain their health;

- development of disease prevention and employee wellness programs;

- timely correction of the obligations and responsibilities of the subjects of the labor protection management system, the goals, terms and criteria of measures to improve life safety and labor protection and conditions;

- striving to limit the source of risks through the use of technical collective protection tools or organizational measures, as well as minimizing them by designing safe production systems that include measures to administratively limit the time of working with harmful and dangerous production factors,

- cooperation with competent institutions that have the authority to develop the basics of the labor protection management system in production and form appropriate standards.

From the above, it can be seen that the formation of a stable orientation of students to activities related to life safety and labor protection is one of the necessary pedagogical conditions for the design of multimedia electronic educational resources on life safety and labor protection.

REFERENCES

1. Рубинштейн С.Л. Основы общей психологии. – СПб : Издательство «Питер», – 2000. – 594 с
2. Петровский А.В. Личность. Деятельность. Коллектив– М.: Просвещение, 1982. – 24 с
3. Леонтьев А.Н. Потребности, мотивы и эмоции. – М. Изд-во. Моск. ун-та, 1971. – 40 с.
4. Додонов Б. И. Структура и динамика мотивов деятельности // Вопросы психологии. – 1984. – № 4. – С. 67-78.
5. Ковалев А.Г. Психология личности. – М.: Просвещение, 1970. – 392 с.
6. Ильин Е.П. Мотивация и мотивы. – СПб. : Издательский дом «Питер», 2013. – 508 с.
7. Мясищев В.Н. Психология отношений. – Воронеж: НПО «МОДЭК», 1995. – 356 с.
8. Выготский Л.С. Педагогическая психология / под ред. – М.: Педагогика, 1991. – 480 с