

MODERN PRINCIPLES OF TEACHING THE SUBJECT “LIFE SAFETY”**Maxmudov Bakhtiyor Khayrullayevich**

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Annotation

This article analyzes the main pedagogical principles of teaching the course “Life Safety,” their content and practical significance. Particular attention is paid to the principles of relevance, integration, systematicity, fundamentality, humanization, environmentalization, axiological and activity-based approaches. The necessity of developing the course content in the context of national security is substantiated. The findings indicate that this subject plays a crucial role in forming students’ safety culture, life competencies, and social responsibility .

Keywords

life safety, pedagogical principles, integration, safety culture, national security, competencies, ecology, humanization

Introduction. In the context of globalization, ensuring the safety of human life and activity has become more relevant than ever. In particular, the large-scale socio-economic reforms being carried out in the Republic of Uzbekistan, the rapid development of digital technologies, the intensification of urbanization processes, and the growing environmental problems necessitate preparing the younger generation for various risks and threats.

In the process of modernizing the education system in our country, the comprehensive development of the individual and the formation of their vital competencies have been identified as priority tasks. From this perspective, the subject “Life Safety” serves not only to provide theoretical knowledge but also to develop practical skills that are essential in real-life situations. In particular, such factors as natural disasters (earthquakes, floods), technogenic hazards, information threats, and social problems (drug addiction, crime) require an increased level of safety culture among young people.

In the context of Uzbekistan, improving the content of this subject and integrating it with issues of national security, social stability, and the formation of a healthy lifestyle is an important scientific and practical task. Therefore, this article analyzes the issues of improving the content of the subject “Life Safety” based on its pedagogical principles.

Literature Review. In improving and developing the content of the subject “Life Safety” in accordance with modern requirements, specific rules—namely ideas and principles—developed by teachers and stakeholders in educational services play an important role. Based on these principles, new knowledge and facts related to life safety are selected, processed, and transformed into educational and instructional materials.

Issues related to improving the content of the subject “Life Safety” on the basis of interdisciplinary integration and determining effective teaching methods have been studied by such scholars as V. I. Bagaevsky, P. P. Vasilev, and N. N. Petrov. One of the researchers who paid special attention to the principles of teaching this subject is M. V. Golovachev. In addition, based on the views of N. P. Abaskalova, L. A. Akimova, and S. V. Petrov, the following key principles play a significant role in shaping and optimizing the content of the subject “Life Safety”: relevance and practical orientation, integrativity, systematicity, integrity, fundamentality,

humanism, historicity and continuity, ecological approach, compliance with modern cultural and worldview paradigms, heuristic approach, and others.

Discussion and Results. The principle of relevance and practical orientation implies that the knowledge taught within the subject should be meaningful, жизненно necessary, and practically useful for students. The development of the subject “Life Safety” itself originates from the need to address safety issues arising in the course of human activity. For example, the accident at the Fukushima-1 Nuclear Power Plant in Japan highlighted, on a global scale, the importance of assessing the state of the “human–environment” system. At the same time, issues such as criminal and information security are particularly relevant for adolescents, while at later stages, social, family, and personal safety also become significant.

The principle of integrativity предполагает enriching the educational content by combining knowledge from different disciplines. To educate a well-rounded individual, it is essential to ensure interconnection between various subjects. For instance, concepts such as hazard, safety, risk, fire, and epidemic can be more effectively understood when taught in relation to subjects like history, physics, chemistry, and biology. This approach helps students gain a deeper understanding of the subject content and supports the effective mastery of the principle “anticipate danger – avoid it – act correctly when necessary.” Theoretical knowledge is acquired from other disciplines, while practical skills are reinforced through lessons in life safety, physical education, and technology.

The principle of systematicity and integrity requires that all components of the educational process be considered in their interconnection. Within this principle, goals, content, methods, tools, and the activities of both teachers and students are viewed as a unified system. Through this approach, students develop competencies such as systematic perception of reality and comprehensive analysis of events and phenomena. As a result, they not only acquire isolated knowledge but also gain the ability to interrelate and apply it in real-life situations. The principles of systematicity and integrity also ensure that the content of education reflects various social needs and interests as a whole. This makes it possible to demonstrate the global interconnections between modern scientific, technological, cultural, and socio-political information. A holistic assimilation of educational content is more effective for personal development than studying separate elements in isolation. The integrity of the didactic system implies a close interrelation of all its components—goals, content, methods, tools, and forms—thereby fostering students’ ability to think системно, analyze phenomena comprehensively, and integrate knowledge from different fields.

The principle of fundamentality предполагает forming a strong theoretical foundation within the course content, consisting of a system of concepts, laws, principles, theories, and hypotheses. This theoretical base is constructed in harmony with key ideas from modern natural, social, and technical sciences. In this context, fundamental knowledge from disciplines such as biology, chemistry, physics, medicine, and others plays a crucial role. As a result, students are able to understand safety issues not superficially but on a scientific basis, which enhances their ability to make correct decisions in real-life situations.

The principle of humanism requires that human values, rights, and interests occupy a central place in the content of the subject “Life Safety.” Every topic should focus on the individual, their life, health, and well-being. In modern education, the human being is regarded as the main goal of social development. Therefore, special attention is given to psychological and social safety, as well as to the formation of such personal qualities as kindness, empathy, responsibility, and tolerance. This approach contributes not only to knowledge acquisition but also to the comprehensive development of the individual.

The principle of ecologization is aimed at revealing the socio-ecological aspects of the interaction between nature and society. Within this principle, human safety is studied as an integral part of the “human–environment” system. Concepts such as environmental quality, anthropogenic factors, environmental protection, health, and its components occupy a central place. Ecological knowledge is delivered in integration with various disciplines, fostering a conscious attitude toward nature among students. At the same time, students realize that their quality of life largely depends on the state of the environment. The ecological approach should not be limited only to theoretical knowledge but must also be reflected in practical activities. In the conditions of a modern technogenic environment, human and societal safety cannot be considered separately from environmental conditions. However, in practice, the ecological direction is often insufficiently implemented, and in curricula it is frequently limited to brief information. In fact, ecologization implies not only enriching the educational process with ecological knowledge but also forming ecological awareness and responsibility among students.

The principle of historicity requires that the content of the subject “Life Safety” be presented in the context of its historical development. This approach fosters respect for historical heritage, understanding of past experience, and the ability to use it effectively. The use of historical materials makes lessons more engaging and meaningful. For example, studying the development of protective measures, military safety, economic or energy security in a historical context allows for a deeper understanding of these topics. Moreover, this principle also involves revealing the idea of co-evolution—the harmonious development of nature and society—which is one of the key conditions for sustainable development and human progress.

The principle of compliance with modern cultural and worldview paradigms and values implies that the subject “Life Safety” should contribute to the formation of a stable worldview among students and teach them to appreciate the value of human life. Based on this principle, when selecting the content of lessons, special attention is paid to knowledge, skills, abilities, and experiences that are important for determining an individual’s future life goals. Thus, education should not be limited to providing theoretical knowledge but should also contribute to shaping a conscious life position of the individual.

The ultimate goal of education is the formation of a well-rounded and culturally developed individual. Therefore, issues of culture should not only be the focus of cultural scholars but also of educators. Through the educational process, teachers convey essential components of culture, providing students with models of professional competence, general literacy, and a broad worldview. In this context, a student’s worldview should not be limited to scientific knowledge alone but should also be enriched with emotional-aesthetic perception, artistic thinking, and knowledge about mythology, religions, and other cultural layers.

The cultural approach has been substantiated by many scholars within the education system, and the main objective of the subject is the systematic formation of a culture of human and societal safety. Therefore, it is advisable to include knowledge from various fields such as national security, international humanitarian law, medicine, and psychology in the educational content. This enables students to understand safety issues comprehensively and develop the skills necessary to address them effectively.

The axiological principle involves the assimilation of values that are significant both personally and socially. Today, some young people pay insufficient attention to national traditions, historical heritage, and ethnic and cultural characteristics, which creates a risk of losing important aspects of national culture. Therefore, ecological, cultural, and worldview-related values should be reflected in education through various forms, including scientific knowledge, literature, art, religious and ethical perspectives, as well as students’ personal experiences. This approach helps develop a conscious attitude toward values among students.

The heuristic principle goes beyond simply providing ready-made knowledge and focuses on developing students’ independent thinking through problem-based situations and tasks. This approach enables students to acquire skills such as making correct decisions in dangerous

situations, thinking alternatively, and conducting rapid analysis under conditions of limited time and information. As a result, they become better prepared for complex real-life situations.

The activity-oriented principle is closely related to practice and is especially important in rapidly changing environments. In such conditions, not only theoretical knowledge but also flexible action algorithms—practical skills that can quickly adapt to changing situations—are essential. For example, through practical training in survival during emergencies, providing first aid, and eliminating hazards, students acquire new competencies more effectively. If an individual lacks experience in independent activity, they may remain passive when facing real-life problems.

Conclusion. The results of the study indicate that shaping the content of the subject “Life Safety” based on modern pedagogical principles plays an important role in increasing the effectiveness of education. In particular, integrative, systematic, heuristic, and activity-oriented approaches contribute not only to the development of knowledge but also to the formation of practical skills among students. In addition, enriching the subject content with issues of national security, environmental problems, and social threats enables the younger generation to develop as adaptable, responsible, and conscious individuals in modern living conditions.

Strengthening a humanistic and value-based approach in the educational process has a positive impact on the spiritual development of the individual. In general, the subject “Life Safety” should be considered not only as an academic discipline but also as an important socio-pedagogical tool that contributes to ensuring the stability and security of society. Its improvement remains one of the priority directions of the modern education system.

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