METHOD OF CORRECT STUDENT BEHAVIOR IN EMERGENCY SITUATIONS WITHIN PEDAGOGICAL PROCESSES

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Abstract: *The content, algorithms of action, and pedagogical foundations for the development of students' skills in emergency situations and assistance were studied among students of higher educational institutions. The content, classifications, and rules of correct behavior of emergency situations that arise in students' daily and future professional activities, procedures for preventing emergency situations, and expanding pedagogical opportunities for self-management in protecting against dangerous disasters were covered.*

Keywords: *emergency situations, pedagogical algorithm, psychological stability, cognitive, situational assessment, evacuation, role-playing games, emotional stability, stress, situational approach.*

PEDAGOGIK JARAYONLARDA FAVQULODDA VAZIYATLARDA TALABALARNING TO‘G‘RI XULQ-ATVORINI SHAKLLANTIRISH METODLARI

Annotatsiya: *Ushbu maqolada oliy ta’lim muassasalari talabalari orasida favqulodda vaziyatlarda to‘g‘ri harakat qilish ko‘nikmalarini shakllantirish, yordam ko‘rsatish mazmuni, harakat algoritmlari hamda pedagogik asoslari o‘rganilgan. Talabalarning kundalik hayoti va kelajakdagi kasbiy faoliyatida yuzaga keladigan favqulodda vaziyatlarning mazmuni, tasnifi va ularda to‘g‘ri xulq-atvor qoidalari, favqulodda vaziyatlarning oldini olish tartiblari hamda xavfli ofatlardan himoyalanishda o‘zini boshqarish bo‘yicha pedagogik imkoniyatlarni kengaytirish masalalari yoritilgan.*

Kalit so‘zlar: *favqulodda vaziyatlar, pedagogik algoritm, psixologik barqarorlik, kognitiv yondashuv, vaziyatni baholash, evakuatsiya, rolli o‘yinlar, emotsional barqarorlik, stress, situativ yondashuv.*

МЕТОДЫ ФОРМИРОВАНИЯ ПРАВИЛЬНОГО ПОВЕДЕНИЯ СТУДЕНТОВ В ЧРЕЗВЫЧАЙНЫХ СИТУАЦИЯХ В ПЕДАГОГИЧЕСКОМ ПРОЦЕССЕ

Аннотация: *В данной статье изучены содержание, алгоритмы действий и педагогические основы формирования у студентов высших учебных заведений навыков правильного поведения и оказания помощи в чрезвычайных ситуациях. Рассмотрены содержание, классификация и правила правильного поведения в чрезвычайных ситуациях, возникающих в повседневной жизни и будущей профессиональной деятельности студентов, порядок их предотвращения, а также вопросы расширения педагогических возможностей самоуправления при защите от опасных катастроф.*

Ключевые слова: *чрезвычайные ситуации, педагогический алгоритм, психологическая устойчивость, когнитивный подход, оценка ситуации, эвакуация, ролевые игры, эмоциональная устойчивость, стресс, ситуативный подход.*

INTRODUCTION

In preparing individuals for a safe life in accordance with the needs of society, methods and tools of education are being sought based on the harmony of pedagogical theory and practice. Correct action in emergency situations requires the simultaneous development of general cultural and professional competencies among students of higher education institutions.

The formation and development of students' skills in preventing emergency situations, acting correctly when they occur, and making prompt decisions are directly based on the educational process. In the "Uzbekistan–2030" Strategy, within the direction of "Preventing disasters that pose a threat to human life related to emergency situations and global climate change," special attention is given to increasing the level of ensuring human life safety in the new stage of national development, strengthening the culture of safety within the education system, and introducing rapid management mechanisms in emergency situations. Along with comprehensive support for students and youth and educating them as well-rounded individuals, the formation of their safety skills—namely, preventing emergency situations, developing the ability to act correctly in dangerous conditions, and managing such situations—is a social necessity.

LITERATURE REVIEW

In scientific research, issues related to correct behavior in hazardous situations and their prevention have been widely studied, with particular attention given to problems arising in educational and professional activity processes.

World scholars note that the American psychologist **Abraham Maslow**, in his work **Motivation and Personality**, developed a hierarchical model of human needs, dividing basic human needs into seven types [4; p. 754], namely:

a. physiological needs;
b. the need for safety;
c. the need for a sense of belonging;
d. the need for esteem;
e. cognitive needs;
f. aesthetic needs;

g. the need for self-actualization.

After human physiological needs are satisfied, the primary need becomes safety. The need for safety includes the desire for law and order, stability, predictability of events, and freedom from threatening forces such as fear, illness, and disorder. This need also reflects an interest in long-term survival. In human activity, it is expressed as a preference for safe work conditions, protection from various natural and technological hazards, and the prevention of such risks. Thus, based on the hierarchical model of the scholar **Abraham Maslow**, it can be concluded that one of the fundamental human needs is safety. The issue of safety—namely, protection from various natural and technological hazards (emergency situations)—is a field that requires attention both throughout history and in the modern world.

In his scientific research, **Sh.R. Akobirov** studied the improvement of the methodology for teaching the "Life Safety" course in higher education institutions. His work focused on accelerating independent thinking activity, modernizing the objectives of concepts such as "safe living," "life skills," "technogenic threat," and "safety," and enhancing the action map of educational subjects by harmonizing it with **"Fleshmob"** and **"SCAMPER"** technologies.

In his scientific work, **R.R. Ruziyev** developed a methodology aimed at improving fire safety skills in educational sessions. This methodology establishes cognitive, motivational, and professional activity assessment criteria that ensure the development of a fire safety culture among students, including the dissemination of information, increased responsibility, collaborative work, and enhanced safety accountability

RESEARCH METHODOLOGY

The article discusses the current state of students' existing skills in correctly responding to emergency situations in higher education institutions. It also describes the main components and elements of these skills. The competencies of students in the "Life Safety" undergraduate program at higher education institutions in our country were analyzed using anonymous surveys, tests, interviews, and practical-activity exercises. In the survey method, students' cognitive activity regarding emergency situations is studied. The test method is used to analyze students'

theoretical knowledge of hazards and safety. Through interviews and practical-activity methods, the presence of students' understanding of risk and safety concepts, their psychological stability in situations, and their ability to apply cognitive activity in practical tasks are examined.

ANALYSIS AND RESULTS

In connection with the research subject, it became necessary to address the substantive component of developing and managing students' skills in acting correctly during emergency situations. The main distinctive feature of developing these skills in students is the clear manifestation of psychological processes, quick memory, attention, behavior, management, and the sense of providing assistance. The points outlined above, based on research logic, analysis of scientific literature, and the organization of the educational process, indicate the need to develop an optimal algorithm for correct action in emergency situations.

We have developed a universal 3V algorithm for students and, more broadly, for any individual, to ensure correct actions, independent decision-making, self-management, and effective management processes in emergency situations. The 3V algorithm facilitates rapid responses, prevents excessive emotional reactions, and ensures systematic withdrawal from the source of danger during emergencies.

The 3V algorithm is:

V (vaziyatga baho berish) – assessment of the situation;

V (vahimaga berilmaslik) – Avoiding panic;

V (vaziyat yuz bergan joyni tezkor, tizimli tark etish) – Rapid and systematic evacuation of the incident site.

1- Table

V	**Assessment of the situation**. The nature, source, and scale of the emergency are evaluated. This is necessary to reduce risk and make correct decisions.
V	**Avoiding panic:** In an emergency, it is important to remain calm, not succumb to panic, and overcome fear and intense stress.

V	**Rapid and systematic evacuation of the incident site:** If the situation is dangerous, it is necessary to leave the area quickly and in an orderly manner, or, depending on the nature of the situation, move to a safe location.

The purpose of the 3V algorithm is to develop students' skills in correct action and management during emergency situations.

Advantages of the 3V Algorithm**:**

- From a cognitive-psychological perspective, information units presented in abbreviated form are retained in students' memory for a longer time. In particular, under stressful conditions in hazardous situations, short and clear instructions have a more effective impact on the mind;
- This method helps enhance students' ability to make urgent decisions in the face of imminent danger. Each stage—assessing the situation, evaluating alternative actions, and taking prompt measures—provides a logical basis for cautiously distancing oneself from the threat;
- The 3V algorithm stands out for its universality in emergency protection, as it can be applied equally to various types of emergencies such as earthquakes, fires, explosions, and technological accidents;
- It provides guidance for staying calm in emergency situations, analytically assessing the situation, and acting rationally.

This serves as a positive psychological support for individuals under pressure. Instead of fear and panic, a person develops a mental model oriented toward clarity and action. The stages of the 3V algorithm and its pedagogical impact mechanisms are presented as follows (see Figure 1).

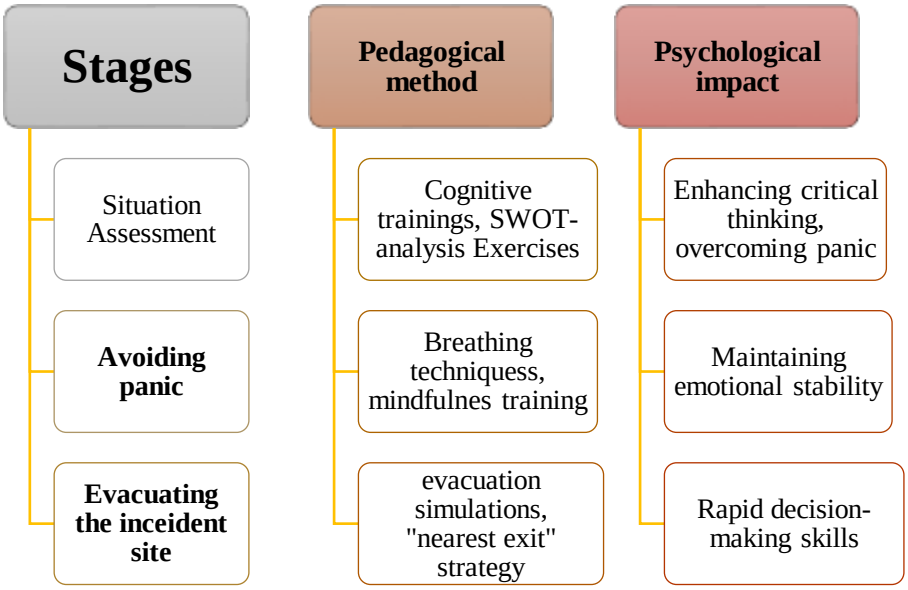

Figure 1. Pedagogical Impact Mechanism of the 3V algorithm on students

Using the 3V method in emergency situations ensures clarity and effectiveness in making rapid decisions during hazardous conditions. This approach is crucial for safeguarding students' lives and health.

CONCLUSIONS

In conclusion, it should be emphasized that preparing for emergency situations may seem challenging, but it is a crucial step in ensuring the safety and well-being of yourself and your loved ones. In the educational process, the simplicity of methods and procedures for fires, evacuation, and providing assistance makes it easier for students to remember and effectively apply them when hazards arise.

Since fear and panic can dominate the subconscious in emergencies, recalling and using simple methods becomes possible. Therefore, the 3V algorithm is considered optimal and easily retained in memory. It can be concluded that the 3V algorithm provides a universal approach for protecting students—and, more broadly, all individuals—from hazardous situations.

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