

## TEACHING THE SUBJECT "SAFETY OF LIFE ACTIVITIES" ON THE BASIS OF PEDAGOGICAL TECHNOLOGIES

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**Annotation:** In this article, technologies are developing and penetrating into all spheres of society and production, new types of dangers for humans are increasing in the period when human manual labor is increasingly being replaced by mental work and artificial intelligence, and the importance of the science of life activity in preventing them. ideas about tasks are given.

**Key words:** Safety, life activity, technology, human, nature, danger, event.

Each enterprise allocates the necessary funds for labor protection in the amount specified in the collective agreement. The employees of the enterprise do not incur any additional costs for these purposes. He prepares his own solution to the problem. The use of the case study method in the teaching of specialized subjects helps students to think, develop problem-solving skills, strive for discoveries, form cooperation and partnership qualities, create a plan for solving tasks given by the teacher, and most importantly, to students It creates an opportunity for education and upbringing, making it possible to solve the problem and discuss it independently.

This education creates conditions for the recognition of the student as a value, based on the interaction between the teacher and the student, based on cooperation and freedom of choice. Usually, the following types of person-oriented educational technologies are distinguished:

1. Modular educational technologies.
2. Problem-based educational technologies.
3. Interactive educational technologies.

4. Individual education technologies.
5. Distance education technologies.
6. Computer educational technologies.
7. Cooperative educational technologies.
8. Project educational technologies.
9. Programmatic educational technologies.
10. Differentiated educational technologies.
11. Developmental educational technologies.
12. Game technologies.
13. Gender education technologies.
14. Power-saving educational technologies.

Person-oriented education used in the chemistry of complex compounds is education aimed at developing the student's personality, characteristics, abilities, taking into account the strategy of thinking and action.

Cooperative education is an education that represents the joint acquisition of knowledge by students in a team, small group, and pair, mutual development, and the cooperative organization of the "pedagogue-student(s)" relationship in the educational process, and its main purpose is It is considered to complete educational tasks in a team, in small groups or in pairs, together and in mutual cooperation. Cooperative learning is important in the chemistry of complex compounds. In particular, performing laboratory exercises in a team, in small groups or in pairs together, in mutual cooperation, improves the ability of students to think independently, and because of the fact that they worked as a team, relationships of mutual friendship and respect for each other are formed.

Areas of cooperative education:

- organization of relations based on educational cooperation;

- individual approach to students based on humanitarian ideas;
- the establishment of professional and spiritual unity in the educational process reach

Collaborative educational technologies - technologies of an educational description that ensure the joint acquisition of knowledge by students in a team, small group and pair, and mutual development, as well as the cooperative organization of the "pedagogue-student(s)" relationship during the educational process. .

Structural elements of cooperative educational technologies:

1. Use of basic synopsis (chemist, mathematical and chemical formulas, theses, explanatory pictures, brief summaries, symbols, schemes, graphs, tables, diagrams).
2. Testing knowledge based on a test.
3. Evaluation of students' learning indicators.

Principles of collaborative learning technologies:

- mutual unity of pairs and small group members;
- responsibility of each member for personal and group success in pairs and small groups;
- organization of educational activities based on cooperation in a small group;
- general assessment of group and team work.

Characteristics of collaborative learning technologies:

- paying attention to the personality and individuality of the student;
- denying the assimilation of ready-made knowledge and their redevelopment;
- development of independent and critical thinking in students;
- to ensure the emergence of a positive attitude towards the pedagogue and peers;
- development of students' cultural communication skills;
- creating an environment based on cooperation and mutual equality.

When using collaborative learning technologies, students receive education in the following ways:

- 1) in the team;
- 2) in a small group;
- 3) in pairs.

Option 1. Learning in a team. The team is aware of the achievements of each student, because the team is interested in the successful learning of the learning material by each student. After all, the success of the team depends on each student and his achievement, on the solution of the problem set before the team. It is very important to use the chemistry of complex compounds to develop collective learning, especially independent learning. A chemical or technological process is divided into parts for students and distributed to the team. The team together forms a whole project from these process parts.

Option 2. Learning in a small group. There are 4-5 students, small group

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