

**PEDAGOGICAL-PSYCHOLOGICAL ASPECTS OF THE SAFETY PROBLEM**

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Аннотация

Мақолада бўлажак курилиш муҳандисларини хавфсиз касбий фаолиятга тайёрлашда таълим жараёнини ташкил этишнинг ўзига хос жиҳатлари, фаолият хавфсизлиги, атроф-муҳит хавфсизлиги, шахс хавфсизлиги психологиясининг моҳияти, таълим амалиётида психологик хавфсизлиги муаммосининг талқини, хавфсизлик маданиятини ривожлантиришнинг педагогик асослари ёритилган.

Аннотация

В статье раскрываются специфические аспекты организации учебного процесса при подготовке будущих инженеров-строителей к безопасной профессиональной деятельности, сущность психологии безопасности деятельности, экологической безопасности, личной безопасности, трактовка проблемы психологической безопасности в учебном процессе, практика, педагогические основы формирования культуры безопасности.

Annotation

The article presents the specific aspects of the organization of the educational process in the preparation of future civil engineers for safe professional activities, the essence of the psychology of activity safety, environmental safety, personal safety, the interpretation of the problem of psychological safety in the educational process, practice, pedagogical foundations for the formation of a safety culture.

INTRODUCTION

In modern economic conditions, the problem of preparing future specialists to ensure their professional safety is important for any progressive developing educational institution. At the same time, this direction requires continuous improvement and development based on a systematic approach to the complex of all tasks in this field. The need to ensure the safety of life and health of workers, which arose with the development of the technosphere, remains an urgent problem in the construction industry today.

In the conditions of rapid development of scientific and technical development, not only the role of contribution for one person's mistake, but also the personal responsibility for wrong, thoughtless actions is increasing. In this regard, the problem of safety, in particular, the problem of training civil engineers for the safety of professional activities, has become particularly relevant. V.N.Kuznetsov, an expert in the field of safety sociology, identified the following modern trends:

- ✓ "Human safety becomes a comprehensive condition that connects the trends of human development, personal safety, his rights and freedoms;



- ✓ Human safety begins with the understanding of the first argument: the person himself is an active participant in ensuring the safety of himself and other people;
- ✓ The ability of each person to act in the field of safety on his own behalf, as well as on behalf of other people, is an important feature of new approaches to safety in the 21st century" [1, p. 24].

Safety means the absence of danger; a non-threatening situation is understood [2], "a situation in which someone (something) is not in danger" or, in a general sense, a threat is understood as an obstacle in the process of meeting human needs. In this case, we are talking about external factors, but the threat perception has an individual character and is determined by the psychological characteristics of the person.

Human safety in the modern meaning is one of the important factors that determine the consciousness and behavior of a person in society, in the context of the history of philosophy, the main aspects of safety in the views of philosophers. In understanding the modern world, safety is becoming one of the most important factors that determine the mind and behavior of an individual in society. The emergence of various research approaches in the study of the phenomenon of safety can be considered as an attempt to understand the dangers, threats and difficulties for human life and the activities of the family, society, state, and civilization. Safety has various forms and types of socio-cultural activities to protect and promote people, social groups, families, society, state, values and interests.

The foundations of the philosophical approach to the theory of personal safety were put forward by Socrates. In his doctrine of goodness, man is considered as the main character of existence, eternal search and knowledge of the truth leads him to moral perfection, a conscious attitude to life. Also, a number of scientists conducted research in the field of safety philosophy: A. Aleksandrova, T. Sogomonyan [3, p. 1], V.S. Polikarpov [4] and others.

Academician V.A. Ponomarenko examines professional activity (in the case of test pilots and cosmonauts) from the point of view of spirituality, where the profession is interpreted as a "separate spiritual source of goodness and virtues" [p. 5, 6]. The author emphasizes that the principle of spirituality is characteristic of all professions.

Safety of activity is one of the most important aspects of scientific and practical interests of mankind from ancient times to the present day. Man always seeks to ensure his safety. With the development of production, these issues require special knowledge. In our time, safety problems have become more acute. It is known that accidents, fires, accidents and losses cause a lot of damage.

Therefore, in order to stabilize our society, protect against risks, improve the level of safety of human life, it is important to technologically and methodically improve the professional training of future specialists, to ensure the professional competitiveness of construction engineers.

In psychology, several research directions of the study of safety have been formed: psychology of activity safety, psychology of environment and personal safety, etc.

The psychology of occupational safety means the application of psychological knowledge to ensure the safety of human activity. The psychology of activity safety is divided into: specific



and non-specific. The first reflects the general rules typical of all types of human activity, and the second is typical for any specific field of practical activity.

Environmental safety psychology is one of the new directions of the third millennium, which is being implemented under the influence of the information environment.

The concept of psychological safety of the educational environment is a system of views on ensuring the positive development and safety of participants from threats to mental health in the process of pedagogical interaction.

Modern man lives in the era of technological development, human and technological interaction has become a part of everyday life. In the scientific engineering literature, safety is defined in two ways: firstly, safety as a state of the system, external elements (population, territories) that ensure the safety of its own infrastructure, other systems and objects of the same level; secondly, it is considered as a type of property or the ability of a system to maintain a certain steady state.

Ensuring the psychological safety of the educational environment and, as a result, the protection and preservation of the mental health of its participants should be the priority of the service of applied psychology in education.

Analysis of threats allows us to form criteria for psychological safety of the educational environment.

The first criterion is protection from psychological violence in interactions for all participants of the educational environment. A threat to psychological safety is the failure to recognize the importance of the educational environment by its participants and, as a result, the intention to leave it or deny its values and norms.

Therefore, the second guiding criterion of the psychological safety of the educational environment is defined as the attitude towards it. A threat to psychological safety appears due to the lack of satisfaction with the main characteristics of the interaction process of all participants of the educational environment, in this process there are opportunities and conditions that ensure personal development. Here are empirical manifestations: emotional comfort, the opportunity to express one's point of view; self-esteem; maintaining personal dignity; the ability to ask for help, taking into account personal problems and difficulties; attention to requests and suggestions; represented by choosing your own solution.

The third criterion of psychological safety of the educational environment is explained by the level of satisfaction with the main features of the interaction process.

One of the tasks of professional education is to develop the competence to solve theoretical and practical tasks in the prism of safety. The safety culture of professional activity is an integral quality of a professional person and is related to the unity of his needs, knowledge, skills, a deep understanding of the priority of safety in preventing dangerous situations, threats and solving any problem, and the level of readiness for self-development [6].

Safety culture provides the student with the acquisition of knowledge about professional activity, as well as the unique quality of the professional personality, professional self-awareness, self-knowledge, self-reflection and self-regulation, in the field of coping with various risks and not creating them. requires professional qualities necessary for the development of personal characteristics.



Any inconsistency between human ability and performance requirements increases the likelihood of errors in the performance of professional tasks. Each person chooses a subjectively acceptable safety measure, and depending on it, he perceives the situation, chooses a course of action. From this point of view, the organization and management of the educational process based on pedagogical and psychological safety requirements is of great importance in preparing future construction engineers for the safety of professional activities.

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