

Game Activity as a Means of Teaching the Rules of Life Safety

Khusanova S. I.

DSc. Professor, Senior Lecturer of the Institute of Civil Protection Ministry of Emergency Situations of the Republic of Uzbekistan

Saidkhanova N. J.

Associate Professor of the National Research University “TIAME”

Abstract

The article considers the use of various interactive methods to activate the educational process when teaching the rules of life safety in secondary schools as one of the most important tools for the multifaceted education of students who are able to make non-standard decisions and are capable of creative thinking. The views of local and foreign scientists on the influence of various types of games and their content on the creative, mental, physical and moral education of students, developed in educational practice aimed at comprehensive education of students, are presented.

The types of gaming activities, functions and features of the organization of gaming activities in teaching students the rules of life safety, its practical significance and analysis of existing problems are highlighted.

Keywords: interactive methods, play activity, student, safety rules, emergency situation, activation, creative thinking, moral education, educational process.

In pedagogical practice, various interactive methods are used to enhance the educational process when teaching the rules of life safety. Today, our country needs people who can make innovative decisions and think creatively. Unfortunately, the modern education system still does not attach importance to a creative approach to acquiring knowledge. The repetition of the same actions according to the same pattern weakens the interest in learning. Students may gradually lose their creativity as a result of being deprived of opportunities for discoveries and inventions[1]. Games play an important role in the system of general secondary school education. They are one of the important means of versatile education of secondary school students. The game is one of the events that accompanies a person throughout his life. The game is a multifaceted and complex phenomenon that constantly attracts the attention of researchers. At the same time, according to S. L. Rubinshtein,

the game, which involuntarily enchants and attracts as a phenomenon of life, becomes a very serious and difficult problem for scientific thinking. F. with the study of games and gaming activities. Buytendijk, L.S. Vygotsky, K. Groos, A.V. Zaporozhets, A.N. Leontiev, D.V. Menzheritskaya, A.P. Usova, F.I. Fradkina, V. Stern, D. B. Elkonin and many other psychologists and teachers from the CIS countries and abroad. The first general theories of play were based on the play materials of animals and humans. Let's look at two of the most important general game theories that are considered alternative by their authors. One of these theories is the theory of K. Groos, in which great importance is attached to children's play as the main content of a child's life. It does not give a clear definition of the game, but only analyzes the difference between the game and serious activity[3].

According to K. Gross, the main meaning of the game is to lead us from the hereditary nature of man to his acquired nature. Later, V. Stern agrees with the views of K. Gross and makes some additions to them. These additions:

- 1) Perception of early development of abilities;
- 2) Recognition of the game as a special instinct;
- 3) The need to develop the ability to be in close contact with the impressions of the surrounding world.

The game is considered as a manifestation of common actions: the desire for freedom, integration, repetition, and as a field of play, a field of images and, in connection with this, a range of fantasy possibilities.

Domestic and foreign scientists have identified many types of games that have been developed in educational practice, full of untapped reserves of comprehensive learning for students. It is proved that the development of students in the game occurs primarily due to the diversity of its content. There are games that are directly focused on creative-aesthetic (musical), mental (didactic and plot) physical education (movement). Most of them simultaneously contribute to the moral education of students (role-playing games, outdoor games, etc.).

All types of games can be combined into two large groups, which differ in the direct participation of adults, as well as in different forms of student activity.

The first group is games that are indirectly involved in the preparation and conduct of high school students and adults. The activity of students is of an initiative, creative nature - students are able to independently determine the purpose of the game, develop the idea of the game and find the right ways to solve game problems. In independent games, conditions are created for the manifestation of the initiative of students, which always shows a certain level of mental development. Games of this group, which include story-cognitive games, are especially valuable for their developmental function. The second group consists of various developmental games in which the teacher tells the students the

rules of the game or explains the structure, gives a strict program of actions to achieve a certain result. In these games, specific tasks of education and training are usually solved; they focus on mastering specific program materials and rules that students must follow. The game has educational content and game value. Action as a purposeful process aimed at perception in connection with a specific motive is a side of activity that is inextricably linked with the “unity” of consciousness, which we denote by the term “personal meaning”.

In practice, gaming activity performs the following functions[5]:

- entertaining (the main task of this game is to entertain, give pleasure, inspire, arouse interest);
- communicative: mastering the art of communication, discussion;
- self-consciousness as a testing ground for a person's practice in the game;
- play therapy: overcoming various difficulties that arise in life;
- diagnostic: detection of deviations in normal behavior and self-awareness during the game;
- correctional function: making positive changes in the composition of personal indicators;
- interethnic communication: the development of common socio-cultural values for all people;
- socialization: assimilation of the norms of human society, inclusion in the system of social relations.

Most games have four main features[6]:

- free developmental activity, carried out only at the request of the student, in order to enjoy not only the result (pleasure based on the rules), but also the very process of activity;
- creative, to a certain extent improvisational, very active area of creativity of this activity;
- the spirit of activity, competition, competition, competition, etc. (a sense of the nature of the game);
- the presence of direct or indirect rules that reflect the content of the game, the logical and time-dependent sequence of its development.

The game form of classes is created in the classroom using game techniques and situations that serve as a means of encouraging students to learn.

The use of gaming activities in teaching the rules of life safety is an important methodological tool for developing the creative abilities of students.

Creativity is understood as an effective development mechanism. For creativity, not only the content of knowledge is of decisive importance, but also its structure, the psychological type of acquired knowledge, determined by the type of activity.

The readiness of graduates of general education schools for creative activity largely determines their future success in the professional field. The purpose of the process of teaching students the rules of life safety is to create favorable conditions for creativity. The complex of such states is diverse. It begins with the creation of specific situations that help to intuitively understand the idea of creative problem solving, and ends with the development of the necessary skills, personal qualities, and the creation of a creative environment in the team. According to our analysis, the organization of gaming activities in teaching students the rules of life safety has its own characteristics. When teaching the rules of life safety, it is necessary to rely on the age characteristics of schoolchildren in the process of organizing gaming activities. Adolescent students are characterized by an interest in knowledge based on broad knowledge, evidence, and argumentation. In adolescents, the educational and cognitive motive is manifested in the interest in teaching methods. The growing interest in theoretical and creative thinking should always be improved. Conducting a lesson using gaming activities requires careful preparation. It is necessary to carefully consider the content of the lesson and its objectives. When choosing the topic of the lesson, its content, the educational material should be emotionally rich and meaningful for the student to remember. Thematic material should contain clear, specific examples, images, events, situations. When organizing gaming activities, it is necessary to think about the form of organizing collective activities to teach schoolchildren the rules of life safety. Teaching schoolchildren the rules of life safety through gaming activities is one of the forms of organizing collective educational and cognitive activities, in the course of training, students develop their knowledge, skills and abilities. Effective work in groups and small groups. The group form of organization of educational and cognitive activity of schoolchildren refers to personality-oriented educational technologies aimed at the creative development of each student, taking into account the individual capabilities of each student. In the classroom, students learn to be always ready to learn together, create innovations and help each other[11].

A distinctive feature of gaming activity in teaching the rules of life safety is the activity of the imagination, which creates the originality of this form of activity. Such games can be called the practical activity of the imagination, since in them it is carried out in an external action and is directly put into action.

Based on the content of the thematic plan, it is necessary to take into account the results of previous classes and the complexity of mastering new material, as well as the composition of students and their readiness to set tasks.

The use of various gaming tools in the process of studying life safety in the classroom, the development of basic concepts among students and the formation of skills for safe behavior in various types of situations, taking into account new threats, allows us to clearly describe emerging concepts[10].

The number of planned tasks is determined by the possibilities of their implementation within one lesson. For example, to prepare for action in dangerous situations, you need to know three groups of tasks:

1. Identification of risks - determination of their types, probability of occurrence, spatial and temporal coordinates, scale, possible damage, etc.
2. Prediction of identified risks based on comparison of benefits and harms, promotion and prevention.
3. Organization of first aid and rescue operations.

When developing the content of teaching life safety rules, the teacher must determine the following [7, 8]:

1. Means and methods for solving each pedagogical problem;
2. Providing educational and material support for the lesson;
3. Methods for organizing the activities of students in solving each problem;
4. Criteria for evaluating the work of students. In the process of forming knowledge, skills and abilities, the teacher's activity is aimed at activating and managing the cognitive and educational and practical activities of students in the classroom, and in the course of training - the requirements of the program for mastering the rules of education. life safety is observed.

Let's look at the main types of game modes:

1. Business games.

Business games are used to achieve some or all of the following purposes:

- formation of cognitive motives and interests of students;
 - development of systems thinking, including a holistic understanding of nature, society, processes and events occurring in them, their interdependence, place in the world;
 - training in collective thinking and practical implementation;
 - to cultivate a responsible attitude to each work, a respectful attitude to social values and relations between the team and society as a whole.
2. An organizational-activity game is a type of game, a form of active learning to solve problem situations by modeling cognitive research and organizing social production activities.

Unlike a business game focused on solving a practical problem, the goal of an organizational and activity game is to solve a theoretical or practical problem defined in a particular situation.

Each organizational and activity game, as a rule, is divided into several stages:

- a) determination of one's own path and development of the concept of order;
- b) analysis of the problem or problem situation;
- c) determination of the goals of the activity and the system of values and their hierarchy;
- d) determination of the conditions for the implementation of activities and the choice of means;
- e) preparation of a project (algorithm) of activities.

3. Role-playing game (role-playing or plot-role-playing game) - a special group of game methods, the participants of which act within the roles they have chosen, based on the nature of their roles and the internal logic of the game. environment of action, not an external scenario of behavior. Their main goal is to teach interpersonal communication and interaction in the context of joint activities or real social situations.

In a role-playing game, the actions of the participants are important. The final reflexive analysis of one's actions (order, method of implementation, individual interpretation of the role, effectiveness, constructive interaction with other participants, etc.) has an important didactic or psychological effect, and in this case it is an integral part of the game.

4. Situational games. Situational games are held when participants need to develop a new experience of movement and interaction in unknown, unusual, traumatic, problematic situations.

Developing games are a type of game interaction, the content of which is theoretical positions and constructions taken from the materials of a specific training course.

In terms of its content, the educational game is similar to a substantive discussion, and in terms of organization and preparation, tasks and the role of the leader, it is close to problematic business games.

The development of a scenario for an educational game requires the preparation of a number of theoretical rules, which are logically formulated in the form of a thesis and an antithesis. These rules are based on the theoretical knowledge that students have acquired in the course of studying the relevant training course, but at the same time require their own rationale, evidence that is verified during the game. For this purpose, scientific problems that have not lost their relevance so far are very suitable.

5. Psychodrama - a type of game interaction, a method of group work in which participants play roles that simulate life situations that are of personal importance to them.

6. Sociodrama. Sociodrama is a way to dramatize and discuss situations of moral choice.

In the methodological literature, it is noted that there are several game groups that develop the intellectual, cognitive and creative activity of the student[9]:

Group I - manipulation games with objects. When teaching the rules of life safety - the study of the rules of the road is carried out in a playful way with the help of road signs, regulatory actions and traffic lights.

Group II - creative, plot, role-playing games, where the plot is a form of intellectual activity. In the story game, students play certain roles, play out a certain scenario, dialogue. The plot game does not take much time, students watch and participate with interest and attention. The format of the game can be public. Such games help to assimilate and consolidate educational material.

Creative, plot-role-playing games of a cognitive nature not only copy the surrounding life, but also show the free activity of schoolchildren, their free imagination.

The third group of games used as a means of developing the cognitive activity of children are games with ready-made rules, usually called didactic.

Didactic games are based on the principle of self-learning, that is, they are built in such a way that they guide students to acquire knowledge and skills. These include educational games of a psychological nature - crossword puzzles, quizzes, puzzles, rebuses, word chains, cryptograms, etc. are included.

Games of the IV group - games on construction, search, design, rescue. To teach life safety rules, it is appropriate to use a business game. Travel games are an example of this. They, like story games, contribute to the deep assimilation and consolidation of educational material, allow you to establish the interdependence of the studied situations.

The activation of students is achieved through an interesting plot of the game, personal participation of students, their oral messages, experiences and experiences. These games reflect the professional activities of adults. In these games, students master the creative process, learn to plan their work, choose the necessary material, critically evaluate the results of their own and others' activities, solve creative problems and be resourceful.

Group of games V, intellectual games - games that affect the mental sphere - exercises, educational games. They are based on competition, in comparison show the level of preparedness and fitness of playing schoolchildren, and also show ways to improve their performance, stimulate their knowledge and creative activity. Of particular importance in teaching the rules of life safety is the practice of holding various contests and competitions.

Thus, analyzing aspects of the use of games in education, it is appropriate to emphasize that they are one of the important aspects of the educational process.

The game is positioned as a complex socio-psychological phenomenon aimed at the development of thinking, creative activity, communication skills, etc.

The advantage of using gaming activities in the study of life safety rules is that in the process of gaming activities all educational goals and tasks are realized, and students act as active participants in the gaming process, thereby expanding their knowledge and forming practical experience. The specificity of the use of gaming methods is associated with the specifics of the topic of teaching the rules of life safety.

List of used literature:

1. Abaskalova N. P., Akimova L. A., Petrov S. V. Methods of teaching safe and educational at school: Textbook. Novosibirsk. M.: Izd-vo ARTA, 2011. 46 p.
2. Abramova SV Teoriya i metodika obucheniya i vospitaniye bezopasnosti: uchebno-metodicheskoe posobie [Theory and methods of teaching and educating life safety: teaching aid]. Yuzhno-Sakhalinsk: ed. Saks - GU, 2012. 234 p.
3. Babansky Yu.K. The choice of teaching methods in secondary school. - M., 2011. - 58 p.
4. Gazizulin T.G., Maksinyaeva M.R. On the methodological approach to the formation of practical classes for students of the training direction 050100.62 "Pedagogical education" (profile "Safety of life activity") // Molodoy Ucheniy. 2014. No. 18.1. pp. 27–29.
5. Zagumennykh M.A. OBZH // 25 years of OBZH. 2016. No. 4. S. 29-31.
6. Kasyanova N.S. Application of interactive methods of learning and teaching life safety // Modern problems of science and education. 2016. No. 6. P. 374.
7. Stavropol'tseva S. V., Grebennikova E. V. Game activity in the process of studying the basics of life safety in a modern school // Actual issues of modern pedagogy: materials of the X Mejdunar. Scientific conf. 2017. No. 4. P. 33.
8. Sopko G.I., Pazyrkina M.V. Pedagogical approaches to ensuring health safety // Young scientist. 2014. No. 18.1, pp. 88–92.
9. Svinar E.V., Zakharova D.A. The use of active and interactive teaching methods is the basis of safety in life // Additional professional training and conditions for modernization. 2015. No. 2. S. 22-24.
10. Khusanova S.I. The use of innovative technologies in teaching life safety in the educational process / Actual problems of ensuring life safety and the role of innovative technologies in this area Collection of materials of the republican scientific and practical conference O'R FVV FMI.T., April 29, 2021. 33p.

-
11. Shelegin N.N. Peculiarities of the implementation of the life safety prerequisites in the context of the introduction of the new Federal Educational Standard for Basic General Education // All-Russian Scientific and Practical Conference “The Content of Education in the Implementation Aspects of the Educational Initiative “Our New School”. 2012. No. 6. S. 67-72.