

Pedagogical and Psychological Features of Preparing Students to Act in Emergency Situations

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Abstract: In this article, the impact of natural and man-made emergency situations on human behavior, the peculiarities of spiritual and spiritual preparation in emergency situations, the concept of psychological preparation, its essence, the importance of emergency situations in preparing students to act in emergency situations features of impact, peculiarities of moral-psychological education of students in emergency situations are discussed.

Keywords: natural disasters, emergency situation, moral-psychological impact, psychological preparation, students, personal, adaptation, factor, situation.

Introduction. Since ancient times, man has experienced constant vulnerability to the formidable manifestations of natural processes. In the history of civilization, many natural disasters were accompanied by major social upheavals.

The moral and psychological impact on a person in emergency situations causes stress, mental disorders and, as a result, a decrease in performance. A severe picture of destruction and devastation, an immediate threat to life, negatively affects the human psyche. In some cases, they can disrupt the process of normal thinking, weaken or completely eliminate self-control, which leads to unjustified and unpredictable actions.

Materials. The concept of psychological readiness is understood as a state of mobilization of all psychophysiological systems of the body, ensuring the effective implementation of the required action. This concept in psychology has several semantic shades:

- 1) equipping the student with the knowledge, skills and abilities necessary to successfully perform the activity;
- 2) the readiness of high school students to urgently implement the existing program of action in the face of a certain situation;
- 3) determination and desire to take the desired action

The psychological prerequisites for students to become ready to perform a specific activity are its understanding, awareness of responsibility, desire to succeed, determination of the sequence and methods of performing the activity. A passive attitude towards learning, carelessness, indifference, lack of an action plan and intention to make the most of your experience and knowledge make it difficult to become ready. Lack of readiness leads to inadequate reactions, mistakes, and inconsistency between the functioning of mental processes and the requirements imposed by the situation.

Methods. L.A. Sorokina (2010) defines the concept of “readiness for safe behavior” as a personality trait characterized by a focus on ensuring personal and public safety and allowing one to effectively (adequately) interact with dangerous situations that arise in everyday life.

Research by L.V. Sorokina (2006) is aimed at developing readiness among students of secondary specialized educational institutions to ensure life safety, which is understood as integrative personal education, system-forming components, the indicators of which indicate the theoretical awareness and practical capabilities of students to solve professional problems to ensure life safety.

A.V. Shigaev (2004) and N.V. Eliseeva (2007), exploring the readiness of students to act effectively in extreme situations, define this category through a set of special knowledge, applied skills, motivational and psychological qualities of the individual, which together ensure active resistance to extreme living conditions.

V.V. Danilova (2008) considers the main indicators of adolescents' readiness to act in emergency situations to be their attitude to safe life activities, the formation of leading coping strategies for overcoming stress and solving problems; level of theoretical preparedness in the field of life safety, development of mental processes (memory, attention, thinking, perception), volitional qualities (self-esteem of willpower, courage, determination); level of physical development, physical fitness, properties of the central nervous system (extraversion, neuroticism), severity of empathy, self-control, moral and volitional qualities.

V.A. Sidorkin (2008) focuses on students' readiness for organized actions in emergency situations. The author defines this state of personality as a holistic, multi-level and multi-component formation that determines the modern worldview and social position in emergency situations and is expressed: in the value setting for taking organized actions to protect not only oneself, but also those around them; in the ability to foresee danger; follow certain rules in order not to find yourself in a dangerous situation; in a sustainable desire and ability to teach others such behavior through one's own example; in the ability to overcome and/or control one's emotional state in a situation of danger based on knowledge of methods of action and training in their application.

V.N. Moshkin (2004) identifies the following components as part of students' readiness to ensure life safety: readiness to predict, prevent, minimize, overcome and eliminate the consequences of harmful and dangerous factors of life; readiness to use ideological, moral, psychological, legal, physical, communication, intellectual, informational, economic, political, medical, aesthetic and other means of ensuring life safety; safety activities: motives, knowledge, skills, creativity, beliefs, self-control; abilities and personality traits: strength, endurance, observation, stress resistance, courage, determination, optimism, collectivism, mercy, humanism, caution, readiness to take justified risks, etc.

It should be noted that these authors consider the readiness of students to act in extreme situations, usually of a man-made and natural nature. In general, these approaches can be extrapolated to activities in the event of dangers of a social nature, however, ensuring security in society has its own specifics, due to the fact that threats come from a person or groups of people.

The state of psychological readiness of students for activities in extreme conditions is determined primarily by a person's ability to emotionally isolate everything that is out of context, and after that by getting used to (adapting) to the situation. It is believed that a person cannot perform a single action without first experiencing it emotionally. Thanks to this, each time a person internally reproduces the type of activity that he has to perform. But it is precisely these experiences that turn out to be the most vulnerable part of a person's ability to carry out complex activities and are most susceptible to the negative effects of emotional stress.

Based on this, it is possible to clarify the psychological role of emotional stress. If a preliminary emotional experience of a situation allows one to, as it were, remotely assess the conditions for the course of the planned activity (a state of temporary readiness), then emotional stress appears in extreme conditions as a factor that destroys this preliminary "emotional planning" (i.e., a state of temporary readiness) and, consequently, the entire scheme of upcoming activities (i.e. long-term readiness)

Results. Thus, the state of psychological readiness of students has a complex dynamic structure and is an expression of the totality of intellectual, motivational and volitional qualities of the individual and their relationship with external conditions.

To summarize what has been said, we can talk about a person's readiness to act in extreme conditions as an integral characteristic - a body of knowledge, necessary methods of action, motivational and volitional qualities of an individual, actions that reduce the impact of extreme factors.

Readiness to operate in extreme conditions is closely related to a person's adaptive capabilities. Adaptation is the adaptation of the body, personality, and their systems to the nature of individual influences or to changed living conditions in general. Depending on the external conditions and at what level a person interacts with the environment, various types of adaptation may appear: physiological, biological, psychological, social.

The positive effect of adaptation is to increase the relative compliance of behavior with the conditions of the new environment. Adaptation compensates for the insufficiency of habitual behavior in new conditions. Thanks to adaptation, the possibility of optimal functioning of the body and personality in an unusual environment is created. If adaptation does not occur, additional difficulties arise in mastering the subject and conditions of activity, up to disturbances in its regulation. The adaptive behavior of a student may involve physiological, endocrine and other reactions of the body, mental processes, experience, states and personality traits. From here it is clear that adaptation and readiness for activity are interconnected and have one or another influence on each other.

The peculiarity of adaptation to a dangerous situation is that its maintenance is associated with volitional efforts. On this occasion, I.M. Sechenov wrote: "Getting used to the terrible, the disgusting does not mean enduring it without any conditions (this is nonsense), but means skillfully managing effort." Efforts are necessary to perform actions in a state of acute mental and nervous tension, fatigue, dissatisfaction, fear, which can arise in a dangerous situation even in a persistent person who has positive experience of activity.

Adaptation is a process that is realized thanks to the energetic, psychological and moral mobilization of a person in accordance with the requirements of the environment[7]. However, the possibility of such mobilization and mastery of new conditions varies from person to person. In addition, it should be taken into account that the student's adaptive capabilities are far from unlimited.

Adaptation factors can be divided into two groups. The first of them includes those that are associated with the personality characteristics of the person himself. These are characteristics such as general and special preparedness, character, temperament, cognitive and other mental processes, initial mental state, age, etc. Thus, persons with a slow reaction to external influences, calm, reasonable (phlegmatic) have great difficulty adapting to difficult conditions, but their adaptation is stronger than that of persons who quickly and strongly react to the environment, prone to sudden changes in general condition (choleric, sanguine). The situation is completely different for a melancholic person, who, having found himself in new conditions, is completely lost, he experiences events more acutely, and is prone to exaggerating difficulties. Such temperamental features not only slow down the process of adaptation, but also reduce its strength.

The course and results of adaptation depend on the level of readiness to perform the task and the motivation of the individual's behavior.

The second group consists of factors that exist objectively in relation to the individual: means of familiarizing oneself with the nature of the situation and the tasks being solved, the qualities and example of leaders, the team, educational work, etc. Adaptation to a new situation is accelerated if work has been done to familiarize oneself with possible situations and actions when they occur. An important element of the preparatory work is also the activation of social motives of

behavior, as well as individual and collective attitudes of people. From a physiological point of view, the adaptation process consists of the development of new dynamic stereotypes. It develops faster if the student is already familiar with new situations, for example, through training.

Discussion. Human adaptive reactions are very diverse. Therefore, in the theory of mental adaptation, concepts such as stable adaptation, re-adaptation, disadaptation and readaptation are distinguished. This makes it possible not only to cover and generalize many different facts concerning the characteristics of human mental activity, but also to more deeply reveal the essence of his adaptive reactions both in normal and in extreme conditions.

A person's life experience plays a great role in developing readiness to act in an extreme situation. Experience is a sensory-empirical knowledge of reality based on practice, the unity of knowledge and abilities, skills, positions, attitudes. Under the experience of interacting with dangerous situations T.S. Nazarov and V.S. Shapovalenko (1996) understand the relevant knowledge, abilities and skills, the availability of practice in getting out of such dangerous situations, physical and psychological readiness to implement the chosen behavior. According to the authors, positive experience for use in subsequent extreme situations and various crisis conditions is fixed in memory in a variety of forms and special skills. In addition, each next extreme situation contributes to a change in personality, since such personality qualities as willingness to take risks, a sense of responsibility, duty, justice, etc. are formed.

The manifestation of personal experience is observed in the choice of methods of behavior when interacting with a dangerous situation, taking responsibility for one's actions, volitional efforts in achieving a set goal, a creative approach when resolving an extreme situation, and reflecting on one's behavior.

It should be noted that positive experience to a greater extent allows reducing the strength of negative emotions, normalizing mental state, and strengthening self-confidence.

Conclusion. Thus, based on the fact that readiness to act in extreme situations is determined by the totality of knowledge, skills, methods of action, motivational and volitional qualities of an individual, its formation should be carried out as part of the subject training of students in life safety lessons.

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