

# Opportunities for the Use of Interactive Methods in the Teaching of the Subject of Labor Protection and Technical Security

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## ABSTRACT

*The development of healthy and safe labour partners in enterprises is a complex of laws aimed at ensuring people's working capacity, health, and safety, including socioeconomic, organisational, technical, hygienic, and preventive measures, which is one of the most pressing issues in the teaching of this science.*

Today, the rapid development of the fields of Science, Technology, and Production takes one of the primary places in all educational institutions to raise the content quality of education to a new level, particularly the training of personnel capable of protecting citizens' lives and health in all areas of human activity. The appropriate, purposeful, and effective use of interactive methods by educators in the process of education and upbringing provides educational students with a wide range of opportunities to develop communication accessibility, collective activity, logical thinking, synthesis of existing ideas, analysis, and the ability to find a logical link between different points of view.

Labour protection and Technical Safety - concepts such as achieving an accident-free state in production, preventing injury and occupational diseases, maintaining human health, improving labour productivity and quality of work, covering socio-economic, organisational, technical, hygienic, and preventive measures, are covered in the subject of "labour protection and Technical Safety," and teaching this science is one of the pressing issues.

Instead, each system employee, including teachers of the topic "labour protection and Technical Safety," has a higher level of duty and accountability. The tasks undertaken to improve the quality and efficiency of education necessitate extensive knowledge and skill on the part of the educational system and today's modern teacher. Bringing innovations to the education system, as well as making effective use of information and communication technology and modern pedagogical methods, are

some of the critical tasks that face today's education.

With a new approach to the design of the educational process, the content of the fundamental reforms in the field of education in the Republic of Uzbekistan is becoming richer today.

The term "interactive teaching techniques" refers to a collection of creative approaches and a system of technology tools aimed at transforming the student's educational process into an active participant. In the interactive approach of instruction, the student must listen to the material supplied, Read, Observe, write, ask questions on the topic, freely voice his opinion, execute practical tasks and, in connection with his life experience, create theoretical knowledge and practical skills on the issue.

Today, we will focus on advanced educational experiences that are being employed and compensated effectively in the educational process.

### **"Teaching in the team" Method**

When teaching in a team, students are separated into two teams of equal numbers. Both teams do the same duty. Team members carry out academic work in collaboration, with each student focused on obtaining the information, skills and competences imagined from the topic R.Slavin, (a co-creator of collaborative teaching technology). Slavin argues that it is not enough for students to be instructed to carry out assignments cooperatively. Student literal collaboration is required to delight at each student's accomplishment, to instil a sense of dedication in each other, and to establish a beneficial socio-psychological environment. When determining the quality of students' mastery of knowledge in this technology, they are compared not with one another, but with the outcome of each student's day-to-day achievement. Only then can students feel accountable, knowing that the outcome of the lesson will benefit the team, prompting them to seek more and totally master information, skills, and competencies.

### **"Mental attack method"**

Myetodi's mental attack encourages students to develop skills, competencies, and broad and comprehensive thinking about the subject, as well as the positive use of their own imagination and ideas. With it, in organised training, it is possible to find several specific solutions to voluntary problems. The method creates conditions for analyzing certain karashes within the framework of the topic, choosing favourable ideas for them.

The first to utilise the tactic of mental attack was F. a few decades ago.

Osborn employed Alex's advertising in the businesses of Batter, Barton, Dustin, and Osborn. Many worldwide firms later adopted this technique. During the 2000s, this strategy has been implemented in our republic's educational institutions.

### **\*Basic rules of the method of mental attack:**

- ✓ the offered thoughts and concepts are not open to criticism or evaluation;
- ✓ refrain from examining the provided ideas and ideas, even if they are fantastic or antiquated;
- ✓ do not split the sentence when expressing an opinion;
- ✓ goal-to increase the number of thoughts and ideas expressed;
- ✓ the more ideas and opinions expressed, the better. The prospect of the birth of a new, useful thought and idea develops;
- ✓ if thoughts are returned, do not refuse;
- ✓ carefully observe the period of conducting a thought attack; and
- ✓ briefly answer the questions asked.

### Method of "SWOT-analysis"

The method's goal is to uncover ways, consolidate information, repeat, assess, and build autonomous, critical, and non-standard thinking through examining existing theoretical knowledge and practical experience

S (strength)	Kuchli tomonlari
W (weakness)	Zaif, kuchsiz tomonlari
O (opportunity)	Imkoniyatlari
T (threat)	To'siqlar

### The "Venn diagram"

The "Venn diagram" approach is used to compare or contrast two or three characteristics of the item under consideration, as well as their common sides and develops systematic thinking, comparing, comparison, and analysis skills.

Venn is introduced to the diagram creation rule. Venn diagrams in small groups and fill in non-intersecting sections.

Listeners utilise the "Venn diagram" approach to study particular and related characteristics of the items being studied in order to enhance learning abilities.

The "Venn diagram" approach is frequently utilised in theoretical and practical training, as well as seminars and laboratories. When employed in training, this approach is simple to explain, has a high degree of educational interest in the subject, and becomes an active participant when the subject is explained.

#### \*The "Venn diagram" method has the following advantages:

- ✓ it develops skills in working in small groups;
- ✓ it improves the ability to solve a single issue in multiple ways;
- ✓ it can identify dependencies on the subject;
- ✓ it maintains a high level of interest in the subject;
- ✓ it actively participates in training.

#### \*Disadvantages of the "Venn diagram" method:

- ✓ time-consuming;
- ✓ noisy ask;
- ✓ while evaluating each topic separately, there may be a lack of educational understanding.

"Clustering" is the use of a visual organiser. The cluster approach is a well-thought-out strategy that may be used with the student in solo or group-based activities. Clusters allow you to generalise your thoughts and uncover connections between them.

While utilising the procedure, the following requirements must be met:

- ✓ Whatever you think, write it down! Just write it down, without regard for the quality of your viewpoint!
- ✓ Ignore orthography and other characteristics of your writing!

### The method's application by B.B.B.

A table is loaded with terms and student-concepts that students know and do not know about themselves. In addition to the second column of the table, lesson unknown topics and words for a

student who has just emerged in the process are also noted. The student-primary student's focus is on knowledge acquisition in the second column of the table. The student-student attentively listens to the lesson, learns, and writes the ideas and words in the second column of the table, and adds a "+" mark to the third column concerning the acquired question, leaving the rest blank.

- Do not stop writing until the given time has passed! If you can't think for a while, try sketching anything on paper! Sustain this movement until a new idea emerges!

№	Topic questions	I know (+ -)	I want to know	I have known (+)
1.	Explain the goals and objectives of labour standards science and technical safety			
2.	Who are the great forefathers of labour protection and technical safety?			
3.	Comment on the concept of a threat to health			
4.	Tell the types of risks			
5.	Identify and implement security measures			
6.	Enterprise control			
7.	Administrative control			

The use of the interactive techniques described above to the educational process in the teaching of the topic of labour protection and technical safety ensures the efficacy of the educational process.

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