



The essence of the training of future elementary school teachers on the safety of life activities

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Annotation: Based on the requirements of the current stage of development, the inclusion of such a subject as "Fundamentals of life safety" in the basic curricula of general education schools promoted the task of training teachers in the field of life safety, a qualified teacher "Life safety" should have theoretical, practical and methodological training on the course, which allows to train schoolchildren in the main subject, taking into account the possibility of problems in the field of life safety.

Keywords: Basics of life safety, Life safety.

Introduction.

Education is a fundamental scientific and practical basis, and at the same time, it is one of the most important sources of forming real ideas about the real and imaginary values of pedagogical activity in future teachers. It is because of the systematic nature of education that it "translates" the values of professional activity into the sphere of the developing consciousness of students. Attitudes to education in the 21st century are changing in many ways around the world. The humanistic concept, which is the theoretical basis for the development of an educational strategy, includes the recognition of the highest value of a person, the rights to freely form his abilities and inclinations. In recent years, special studies have appeared in higher education pedagogy that allow us to present pedagogical axiology as a system of educational values.

Literature Analysis :

Professional development of the future primary school teacher should be carried out on the basis of an axiological approach. This problem is complicated by the fact that in modern society, the system of general guidelines has changed in the minds of people, and the "ideal image of the profession" (Klarina MV, Mitina LM, Khvastunova NM) has significantly shifted to the "ideal lifestyle". "(Mitina LM). Uncertainty of professional value orientations has a significant impact on the teacher's preparation for future professional activities [52]. A teacher is a real mediator in imparting values to the younger generation. Therefore, we believe that it is necessary to increase attention to the management of the process of formation of professional and value qualities of a person among students of higher educational institutions, including the field of life safety. All this requires qualitatively new approaches to the training of pedagogues who are able to independently and responsibly solve educational problems at a high professional level.

Research methodology. According to the World Declaration on Higher Education of the 21st Century published by UNESCO, higher education, which has a history of several centuries, reliably demonstrates its vitality and ability to contribute to changes and development in society. The scale and pace of change is such that society is increasingly knowledge-based, and higher education and scientific research are now essential components of the cultural, socio-economic and security development of individuals, communities and nations. In this



regard, in order for the modern society, which is experiencing a deep crisis of values in our country, to leave the framework of economic considerations and perceive the deeper aspects of ethics, higher education faces enormous tasks that require its unprecedented change and renewal. and spirituality [50]. In the noted UNESCO declaration, the tasks of higher education (directly connecting their implementation with the development and improvement of society as a whole) are defined as follows: highly qualified professionals who are able to satisfy not only their personal but also their personal needs. and ensure the training of responsible citizens. but also social needs in all spheres of human activity, giving them the opportunity to acquire relevant qualifications (including vocational training) incorporating high-level knowledge and skills; use for such training courses and training programs that are continuously adapted to the current and future needs of society.

Life security, which is a component of modern global problems related to the well-being of civilization and the survival of humanity, occupies one of the first places in terms of its relevance today . It is based on the conflicts between the growing needs of people and the possibilities of nature; between a person's desire to preserve his life, health, personality and the main danger of his life. Due to the technocratic direction of development to the detriment of humanity, the accumulation of weapons, the increase in global environmental problems, the increase in social tension, and the increase in the number of types of violence against the person, these contradictions are constantly becoming acute. , and others. This problem, which is not related to natural processes, but to the activity of man himself, discourages him from turning to external means of protection from dangers as their source. "The goal of the society, the entire education and training system is, first of all, to form a person who is safe for himself and the environment, oriented to goodness, creativity, development, able to protect himself, society and nature from the negative effects of the environment. external threats at the level of highly developed spiritual qualities. , skills and competencies"

Analysis And Results.

In our opinion, the implementation of the ideas of training and development of the safe personality of the elementary school teacher, as well as preparing them to ensure the safe life of young students in the advanced training course "Life Safety" (hereinafter) can be implemented. - As one of their goals and content directions. . In the framework of this approach , a teaching-methodical complex was developed for educating students of the Faculty of Pedagogy and Child Development Psychology of the Pedagogical University, and its implementation made it possible to confirm the viability of teaching and learning ideas. professional training to develop a safe personality of a primary school teacher and, first of all, to ensure the safe life of young students." State educational standard of higher professional education) to create a model of continuous education of students in the field of life safety is the legal basis for the foundation of the pedagogical university. The BZ course in such a model is the main one. It ensures continuity and continuity of life safety training . This standard is realistic and includes an optimal minimum of core curriculum content, clearly formulated goals , and a competency-based approach to graduate level requirements in the BZ course. The BZ course is included in the state educational standard of higher professional education for the cycle of general professional subjects for all pedagogical specialties. In our opinion, such a course is necessary in the professional training of any qualified teacher, because it is aimed at forming the value-semantic sphere of the person, forming the system of necessary views, knowledge and skills in the field of teaching. life safety in preparing students of pedagogical universities for independent professional activity. Based on the requirements of the current stage of socio-economic development, the introduction of a subject such as "Fundamentals of Life Safety" into the basic curricula of general education schools promoted the task of training teachers in the field of life safety. pedagogical universities. In this regard, a teacher with any



qualifications should have theoretical, practical and methodological training in the course "Life safety", which is a basic science, taking into account the possibility of problems in the field of life safety. enables training on Due to the increase in dangerous and emergency situations of natural, man-made and social nature , the need for general education schools for teachers who know the basics of life safety has increased [100].

Conclusions.

At the same time, in our opinion, it is necessary to improve the structure and content of the existing course, the forms, methods and tools of its implementation in order to effectively prepare future primary school teachers to ensure the safe life of young students. In this regard, we came to the conclusion that the construction of an improved Life Safety course should be based on the value-semantic field of the future teacher's safe personality. The main content of the discipline should be cases of professional choice in this field, i.e. actions of a primary school teacher to ensure the safe life of young students of different backgrounds in emergency situations.

In several studies on life safety, only one aspect of it - the training of future teachers of all pedagogical specialties in the field of life safety - remains outside the scope of consideration - the training of future elementary school teachers. . safe life of young students. Examining these two aspects of preservice teacher education in relation to each other provides a problematic course orientation.

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