

**DEVELOPMENT OF THE WORLD VIEW OF LIFE ACTIVITY SAFETY IN
PRIMARY CLASS STUDENTS**

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Annotation As a result of changes in the world, the safety of life activities is becoming one of the important concepts. It is necessary to constantly expand the ideas of students about safety in the world in the development of the world view of the safety of life activities of primary school students. Developing a worldview can be developed as a result of acquiring knowledge and skills to deal with and eliminate various risks and emergency situations.

Keywords: The idea of life, security world, view.

Nowadays, as a result of changes in the world, the safety of life activity is becoming one of the important concepts. It is necessary to constantly expand students' ideas about safety in the world in the development of the worldview of elementary school students about the safety of life activities. The development of worldview can be developed as a result of a person's knowledge and skills in dealing with various dangers and emergency situations and their elimination. The more multifaceted the possibilities and ideas of students in the field of life safety, the better they can cope with the dangers that threaten human safety. The only way to develop the ideas and worldview of our students is through education, to ensure that the general ideas and worldview of the entire country's population in the field of life safety increase, and to reduce the negative impact of the "human factor" on the safety of human life. possible There is a period in the life of schoolchildren when they face dangers that arise during the education process. This period coincides with his entry into an independent life full of uncertainty and responsible choices. At the same time, safety is largely determined by the ideas formed at the stage of development of students. Basic ideas about life and safety should be formed at the primary school age, which can serve as guidelines for successfully solving life safety problems. However, in practice, schoolchildren are not always sufficiently sensitive to various threats and dangers. The formation of adequate ideas about the safety of life can be hindered by the overly protected family environment in which the child is raised. Lack of vivid examples in everyday life that can be the basis for forming the necessary experience in this field; individual characteristics of the child (rigidity of cognitive processes, low interest, delinquency, increased suggestion, etc.) can be an example. Schoolchildren are given an understanding of adequate ideas about the safety of life in advance. That is why the lack of development of students is an obstacle for the success of this process. We can give an example of foreign scientists who paved the way for the formation of thinking ideas in people. They are as follows: Andreeva, E.Yu. Artemyeva, V.F. Petrenko, A.G. Shmeleva and others. An important conclusion of these studies can be considered the postulate that adequate ideas of a person about any sphere of life create realistic conditions for him to achieve the desired success. Ideas about the safety of life activities play an important role in human life. This idea mainly serves as a leading factor in a person who is on the verge of achieving true independence, especially in young people who are forming responsibility for their own safety at school age. High school students' ideas about life security, worldview development, a complex subjective worldview that reflects the distribution of some important life priorities by them should be paralyzed. The development of ideas and outlook on life safety in students is determined by: - general characteristics of the activity of structures of the human mind; -priority of individual life aspects and events for a certain age; -

psychological characteristics of the development of a certain subject; - development of ideas about life safety, expansion of knowledge in this field and should incorporate a change in their ability to interact with the outside world.

This article used results revealing various aspects of human life safety (A.B. Antonov, I.A. Baeva, V.G. Balashov, T.M. Krasnyanskaya, A.V. Matveev, E.N. Mikhailova, V.A. Petrovsky, Y.V. Repin, V.V. Saprnov, V.P., Solomin Starin, V.P., Solomin. L.I. Shershnev etc.). The identification of the main approaches to the study of the characteristics of subjective representations was based on the analysis of local changes (M.K. Andreeva, E.Yu. Artemyeva, B.G. Ananiev, V.M. Allahverdov, V.N. Myasishchev, V.F. Petrenko, A.G. Shmelev, etc.) and foreign (S. Muskovi, K.G. Jung, J.-C. Abrik, L. Levy-Brühl, D. Peabody, A. Reber) were also used. Studies examining the characteristics of personality development at the age of schoolchildren also took part (E.A. Vasina, G.V. Gvatua, I.S. Kon, Yu.A. Mislavsky, Er.a.v. Mukhina, V.E. Pakhalyan, A.V. Petrovsky, E.A. Shumilin).

It is necessary to expand scientific knowledge about the characteristics of the development of students' ideas about the safety of life activities. Students' lives are influenced by a number of subjective characteristics (e.g., level of self-awareness, nature of subjective control inherent in the individual, positive relationship with parents, social relationships). shows the changing character of the ideas of safety of activity. Nowadays, various didactic games and methods are required to develop young people's general outlook.

The main task of the education process today is to develop the worldview of life activity, the ideas of a person's perception of the surrounding reality, to constantly support, motivate, and recommend students, taking into account their own characteristics.

Variability of ideas about life safety was established under the influence of a complex of psychological characteristics of high school students. In particular, gender-role identity, self-identification, subjective control, relations with parents, social status in the peer group, personal anxiety, coping behavior, etc.

It is possible to single out the typical characteristics of the ideas about the safety of life of schoolchildren. Socially determined indicators, in particular, the nature of interpersonal relationships of high school students with their parents and peers, have the greatest impact on the idea of life safety.

A program for the development of schoolchildren's ideas about life safety was developed and tested, which combined informational and educational and corrective and developmental components. This program can be applied practically in the activities of psychological services of secondary schools and various social centers to develop the ideas of life safety of high school students.

High school students' ideas about life safety are a complex subjective form, which reflects the priority of certain aspects and events of the surrounding world for this age group. For high school students, the priority related to life security is the idea of family and home.

Construction of high school students' ideas about life security reflects general features of how a person forms ideas about the world around him. High school students' ideas about life safety have a 3-factor structure: the strength factor corresponds to the ideals of reliability and experience, the activity factor corresponds to reality, which allows to connect life safety with the internal state of the subject and from situations the ability to excel; evaluation factor - emotionally attractive, semi-formal situations as a contrast to status help the psychological state of the student.

High school students' ideas about life safety are characterized by content priority, volume and variability of positivity. Variability of high school students' ideas about life safety is determined by the influence of subjective characteristics: loro-left personality, self-identification, subjective control, relationship with parents , social status in the peer group, personal anxiety, behavior. The characteristics of their relationships with parents and peers greatly influence the development of high school students' ideas about life security.

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