Improving the System for Preparing the Population for Emergency Responsibility

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Abstract: The article provides a competent approach to improving the system of preparing the population for emergency response.

Keywords: Emergencies, natural and man-made disasters, rescue, population training, integrated education system, population categories, civil defense.

INTRODUCTION: Under the leadership of the President of the Republic of Uzbekistan Shavkat Mirmonovich Mirziyoyev, our government is carrying out a number of good deeds. In particular, the Law of the Republic of Uzbekistan "On protection of the population and the territory from natural and man-made emergencies" of August 20, 1999, which establishes the legal framework for the protection of the population from various emergencies, adopted in order to regulate social relations and prevent the occurrence and development of emergencies, reduce the damage caused by emergencies and eliminate emergencies.

One of the priorities of the national policy of the country is to protect the population and the region from natural and man-made emergencies, ensure security and achieve sustainable economic development. This means taking effective measures to detect emergencies in advance and warn the population of this danger, to act quickly in the event of an emergency, to prevent casualties, to minimize economic damage, to improve security. This requires timely provision.

Today, decisions, decrees and normative documents aimed at ensuring the security of the country and its people in emergencies are being adopted and effectively implemented.

An emergency is a specific area, area, or body of water disruption of normal living conditions and activities of people. An emergency can be caused by a catastrophe, disaster, natural disaster, or other dangerous event, including an epidemic, an epizootic, or a fire. Living in an area or facility where such emergencies occur, and conducting economic activities there, can result in death or serious material loss.

Emergencies can be dangerous, especially for children. In emergencies, children and all segments of the population:

1. Explain that they should try to stay calm in emergencies and follow protection recommendations in the media and other sources;
2. warn that if there is an immediate threat to life and health, try to get out of the danger zone by all possible means;
3. Ensure that children are with their parents or other relatives as soon as possible in emergencies;

4. In the event of a natural disaster, accident or catastrophe, priority should be given to providing children with the necessary medical care, sanitation and nutrition;

5. Terrorism, armed conflict and other forms of violence against children cause stress in children.

**THE SUBJECT OF THE SUBJECT:** Remember that in such situations, children need the special attention of their parents and the opportunity to express their feelings, to describe their impressions in a way that is appropriate for their age; explosive devices and unexploded ordnance pose a particular threat. Providing safe places for children to play and strictly forbidding them to take unknown objects to play is a necessary task for adults.

In emergencies, children are at risk of injuries, illness, loss of loved ones and loneliness, which can negatively affect their mental state.

Understanding what children need to know about emergency situations and how to respond to them is, of course, important for adults to explain, first of all, in the family, at all levels of educational institutions, through a variety of real-life examples. An innovative approach to the formation of skills and competencies of all educational institutions and citizens is currently facing a pressing problem and solution.

First of all, let's look at the genesis of the concept of "competence".

Competence is the ability to effectively organize activities. Adequate understanding of its essence allows the formation of appropriate competencies in the individual. In English it means "ability", "ability".

This concept was first introduced by the American psychologist Robert W. White (1904-2001) in 1959 in "Motivation reconsidered: The concept of competence" is an ability that signifies an “individual’s effective interaction with the environment”.

The essence of competence has been studied by psychologists in different ways:

The concept of "competence" is defined by SI Ojegov as "a range of issues that are well mastered by the individual", TV Pankova as "knowledge of a particular field of science". A set of knowledge, skills, and competencies formed in the educational process.

IA Zimnaya agrees with M. Malder that competence is an integral part of a person's competence. The author divides the competencies that an individual has into three main groups according to the existence of the individual, the organization of social relations with the subjects in society.

YA: competence of a person as a subject of vital activity: health competence; competence to have a value-based approach to existence; integration competence; civic competence; competence for self-improvement; competencies that reflect an individual's interactions with others: social partnership competencies; communication competence; competence covering all types and forms of personal activity (in particular, educational and labor activities): competence of cognitive activity; operational competence; information technology competence.

According to O.Yu. Expected using competence results can be obtained.

NVKuzmina also emphasizes that a certain type or form of competence is formed on the basis of a set of many competencies, and points out that the competencies manifested in the personality of the teacher are reflected in the following clusters: social competence (deep knowledge, experience in conducting activities in the field of qualification and specialty); methodological competence (mastering different teaching methods, awareness of the psychological mechanisms of effective learning); psychological and pedagogical competence (knowledge of pedagogical diagnostics, purposeful pedagogical relations with students, individual work with them,
knowledge of youth psychology, the basics of interpersonal and pedagogical communication); class-psychological competence representing motives and abilities (identification of personal characteristics, life goals and orientations of learners, their identify and take into account their emotional state, rationally establish relationships with managers, colleagues, students); auto psychological competence (understanding of the level of their activity, their abilities, knowledge of methods of professional development, the ability to see the shortcomings in their work, self, self-improvement).

IA Eshmamatov considers the difference between the concepts of "competence" and "competence" in the expression of a specific quality, quality (competence) or a set of several competencies, a set, a unit (competence). Another Uzbek researcher, MAInnazarov, noted that competence is "the ability of an individual to organize a certain activity, the right to organize it." concludes.

Although more than half a century has passed since the concept was first used, no consensus has been reached on its interpretation.

Based on the above, the concept of "competence" can be interpreted as follows: competence - the ability of a person to theoretically and practically master the basics of any action and professional activity that serves to ensure his existence and life, the ability to perform them effectively in practice.

CONCLUSION: Thus, a sufficient understanding of the nature of competence, which is recognized as an ability to effectively organize activities, allows the formation of certain competencies in an individual. Although the study of the concept of "competence" began in the 60s of the twentieth century, there is still no consensus on its definition. However, most researchers argue that competence is the sum of knowledge, skills, and experience. Therefore, competence is an individual's ability to organize activities at a high level of quality.

Hence, the solution to the problem requires a competency-based approach. In preparation for emergencies, our children's life skills, experience (competence) and the need to form sufficient knowledge. A competent approach is the only way to survive losses in the most difficult situations in life. Therefore, starting the work of preparing the population for emergencies, first of all, from the system of education of the younger generation, will allow us to get the expected results. In cooperation with the specialists of the regional "Life Safety Training Center" in the implementation of the work on the organization of the community by the heads of educational institutions, sector leaders, community activists, prevention inspectors, local medical organizations and community youth agencies requires an innovative approach.

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