

FORMING JF KNOLEDGES, ABILITIES AND SKILLS OF SAFE CONDUCT OF PARTICIPANTS OF TRAVELING MOTION

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The article presents the pedagogical foundations of the process of preparing students for safe participation in road traffic as one of the most important areas of activity in the field of prevention. traffic accidents. The essence of safe behavior of a road user. Stages, methods defined formation of knowledge, skills and habits of safe behavior of road users. The concept of "danger" is characterized and methodological recommendations on the formation of trainees' skills of foreseeing danger are presented. A safe place has been identified participation in road traffic in personal safety on the roads .

There are exposed pedagogical bases of preparation of student to the process of participating safely in traffic as one of the most important activities in the prevention of accidents. The article represents the essence of safe road user behavior. The stages, methods of forming of knowledge, abilities and skills of safe conduct of participants of traveling motion, are certain. A concept "danger" is described and methodical recommendations are presented on forming at the taught skills of foresight of danger. There is certain the place of the safe participating in travelling motion in the personal safety on roads.

Keywords: road transport relations, preparing students for safe participation in road traffic, prevention of road accidents, safe behavior of a road user, methods of forming knowledge, skills and abilities safe behavior of road users, danger, skills foreseeing danger, safe participation in road traffic, personal safety on the roads.

Considering the preparation of students for safe participation in road traffic as one of the most important activities in in the field of prevention of road traffic accidents, the task of developing their knowledge, skills and abilities of safe behavior in road traffic should be highlighted. It is natural that without defining the essence and content of these concepts, talk about the effectiveness of special preparation of the child for safe participation in road traffic is not necessary. Important, in our opinion, are the child's ability to acquire knowledge, skills and abilities safe behavior in road traffic and the ability of the child to practical application of acquired knowledge.

In philosophy, the following definition of the concept of abilities is given: "Abilities are individual characteristics of a person, which are subjective conditions for the successful implementation of a certain kind of activity. Abilities are not limited to the individual's knowledge, skills and abilities. They are found primarily in the speed, depth and strength of mastering the methods and techniques of some activity and are internal mental regulators that determine the possibility of acquiring them" [14, p. 649].

Psychology gives the following definition of abilities: "Abilities are individual psychological characteristics of a person, which are a condition for the successful implementation of a particular productive activity. Abilities are discovered in the process of mastering activity, in the extent to which an individual, other things being equal, quickly and thoroughly, easily and firmly masters the methods of its organization and implementation. They are closely related to the general orientation of the personality, to how stable a person's inclinations are to one or another activities. The basis of the same achievements in the performance of any activity may be based on different abilities, at the same time the same ability can be a condition for the success of different activities. One of the important points in the learning process and education is the question of sensitive periods conducive to the formation of certain abilities" [12, p. 339].

Considering the psychological and pedagogical aspect of the problem of road safety, special attention should be paid to the role and significance of a person's ability not only to receive certain knowledge about safe behavior, but also to acquire skills and abilities, to see the traffic situation, observe it and foresee the course of its development with the maximum degree of reliability of the information received about this environment. And on the basis of this knowledge, skills and abilities to develop own habits to act safely. That is, in this case we are talking about "special abilities as the psychological characteristics of the individual, which are the ability to successfully perform certain type of activity. Currently, the existence of sensitive periods has been shown, during which the development of special abilities is especially favorable" [12, p. 339].

In the field of road transport relations, traffic participants need special knowledge about vehicles and their dynamic features, about road conditions and the features of their change depending on the state of the environment, about the characteristic for participants in the movement, the motives of behavior, the types of actions during the movement and their results (both safe and dangerous), about the

existing patterns of the road transport process, about Rules of the road and safe behavior in it, etc.

The ability to do something, acquired by knowledge, experience, S.I. Ozhegov calls "skill". In this regard, it would be appropriate to give definition of "skill". According to psychologists, "the ability it is a way of performing an action mastered by the subjects, provided body of knowledge and skills. The ability is formed through exercises and creates the possibility of performing an action not only in the usual, but also in changed conditions. Importance of the Role of Special Skills to ensure safety in the road transport process is difficult overestimate. This is especially true for the ability to act in a constant changing driving situations. Requires no special proof the fact that in ensuring road safety a special role play the skills and habits of road users to act safely , not only for personal purposes, but also for the safety of others. "Skill is the willingness to perform purposeful actions, brought to automatism as a result of repeated repetition of these actions. Habit is an established way of behaving which in certain situations acquires a character for a person needs. Habits can develop spontaneously or be a product of directed education, develop into stable features character" [11, p. 8].

The main thing in teaching students is not only learning rules of safe behavior on the roads, but also the formation of their skills and habits of safe participation in the process of movement, the education of a culture of behavior, discipline and responsibility for the safety of both yourself and those around you. From what has been said, it follows that The safe behavior of a road user should be characterized by skills, and the implementation of the Rules of the Road should become a habit. Obviously, all the skills and habits of safe human behavior in the road process must be specially formed. What As far as children are concerned, this formation must necessarily be carried out by adults who have the special knowledge and skills necessary to achieve this goal. Teaching and educational work with students should be built according to the scheme: cause - effect - result, the main stages of which, in our opinion, are: disclosure essence and basic patterns of traffic, causes occurrence of emergencies on the roads and the conditions for their transition in traffic accidents; definition of ground rules traffic safety and rules of safe behavior in the process of movement; education and training in safe behavior roads, in transport, education of transport culture and discipline.

Revealing the essence and content of the skills of safe behavior of students in road traffic, at the same time we determine the content of the main "laws" of road safety [15].

A characteristic feature of the development of road traffic is desire to move as fast as possible. In this case, speed is an organic inherent quality. movement. The maximum speed at which a vehicle can move is determined by its design features. But in real life, real speed is below its limit. This is explained, first of all, by the fact that with the simultaneous presence of desire to move as fast as possible is present, or there must at least be an awareness of the danger of being into an emergency. This circumstance, as a rule, forces drivers to limit the maximum speed. Therefore, it can be said that danger limits speed. Practice shows that collisions of vehicles, collisions with obstacles and pedestrians are made because someone did not timely reduce the speed of movement to the limit at which it is possible to safely bypass an obstacle or a pedestrian or stop in front of them. Based on this, it can be argued that only speed breeds danger. For each specific situation, determined by road conditions, the state of the environment, the perfection of the vehicle, the preparedness of drivers, there is a speed limit. Exceeding it usually results in the emergence of an emergency, out of which its participants not always possible. As a result, there is a danger - the transition of an emergency into a traffic accident. From what has been said, it can be seen that there is a contradiction: speed creates danger and, at the same time, speed must be limited danger. This is the main dialectical contradiction between speed and danger, let's call it the first "law" of traffic safety. and formulate it like this: "The higher the speed, the greater the danger, the higher the danger, the lower the speed should be" [13].

To ensure a favorable resolution of the contradiction "speed - danger", that is, in order to avoid an accident, it is necessary to move at such a speed at which the stopping the path of the vehicle will always be less than the distance to danger (dangerous place, location of a pedestrian, etc.), or when which there is a real possibility of safe maneuver. Overcoming this contradiction should be ensured by continuous improvement of the traffic safety system in increasing the speed of movement of cargo and passengers. In his decision should involve all those on whom road safety depends: road designers and vehicle designers means, operators, organizers and regulators of the road movement, as well as its participants: drivers, pedestrians, passengers. AND, of course, those who teach and educate the younger generation. The choice of acceptable safe speed depends on a number of conditions that not only drivers, but also pedestrians should be aware of. To these conditions include the condition of the road, visibility range, visibility, the intensity and nature of the movement, the peculiarity of the device, the technical condition of the vehicles and the type of cargo being transported. Necessary and the main condition for

ensuring the safety of traffic and pedestrians is the presence of visibility and visibility. Visibility is the ability to distinguish the details of the traffic situation. It depends and is determined by lighting conditions, air dust content, weather conditions, the degree of contrast of the carriageway in relation to other elements of the road. Visibility is the ability to observe the carriageway and the traffic situation in front of you and on the sides, which is determined by the presence or absence in the field of vision of a person on the road of various obstacles. To the typical circumstances of dangerous road traffic situations that arise due to wrong (dangerous) actions pedestrians themselves, include a sudden exit to the carriageway in front of a closely moving vehicle due to objects that restrict visibility: following another pedestrian; due to a passing vehicle; due to a passing vehicle following in the second or third lane; because of a stopped vehicle means or other shelter (kiosk, lighting pole, tree, bushes, snow bank, a group of passengers waiting for public transport, etc.). It follows that the alternative to such dangerous behavior there must be a conscious action that excludes entering the carriageway of the road without first making sure that there is no moving vehicle at a safe distance from the pedestrian, equal to its stopping distance (zone of safe pedestrian traffic). In order to effectively teach this rule of safe behavior, we introduce the following concept of the second "law" of traffic safety: "If you don't see it, stop or sharply reduce speed" [15]. This The law applies equally to pedestrians and drivers. For ease of remembering, let's call the second "law" of security "Dark Basement Rule" movement. For example, it is easy to imagine that when entering a completely dark room from the street, for example, into the basement, the actions of the incoming person will be as follows: he will either stop or sharply reduce his speed and wait until his eyes get used to darkness. At best, it will go, but very slowly, constantly peering forward and around, or groping, stealthily. This happens because the walker, for the purpose of self-preservation, presupposes about the presence of a possible danger ahead and represents, based on his knowledge and life experience, the consequences that may occur if he does not show the necessary caution (adequate to the situation in which he found himself). Otherwise, the user may become a victim of this unforeseen danger, that is, to fall into the "trap". In this situation, the walker involuntarily reduces the speed of his movement, those. the perceived danger limits the speed. This is what he says the first "law" of traffic safety. As practice has shown with children and adults, this "law" in the above formulation of the "Rule of the Dark Basement" is absorbed quickly and remembered for a long time. The formation of safe behavior skills in students should be considered on a par with other important

tasks of teaching and educating children, since they need not only knowledge, but also skills. useful activity in the coming life, the ability to maintain one's own life and health.

In the list of special skills for the safe participation of schoolchildren in traffic, the skill of safe movement on the streets, roads and in transport should be brought to the fore as the basis for the implementation of the Rules of the road. It has been established that accidents with students do not occur only because they deliberately violate the rules of safe traffic. Often they take place due to the easy distractibility of children. In working with schoolchildren to develop their skills of safe behavior should be aware of some psychological characteristics, characteristic of children. So, for example, younger students still do not know how determine the reality of the danger and the time required for a safe road crossing. They often overestimate their capabilities, considering themselves both faster and more agile than they really are. It is clear that the sooner children receive information about how they should behave as pedestrians on the street than the more disciplined they will be, the fewer cases of child road traffic injuries will become. Schoolchildren need to develop a sense of responsibility for their behavior on the street, the ability to take into account possible danger, teach them to maintain self-control, quickly and correctly assess the situation, make decisions. Therefore, the main task in teaching the rules of safe behavior on the road and in transport is the formation of the following knowledge, skills and habits: focusing on traffic, self-control and balance in the moment of danger. Children should be able to restrain their impulsive impulses, for example, the desire to quickly cross the street. It is from the moment the student leaves his usual domestic conditions at home in the transport road environment, the development of his ideas about traffic should begin, the skill of switching attention to the road should be formed. This skill is necessary for the child to psychologically switch from full security spheres into the danger zone (roadway). But not their attention should be focused on the horrors of accidents: children need to understand the danger associated with the movement of vehicles funds, but should not be afraid of the road. The feeling of fear paralyzes the actions of the child, makes him less resourceful in moments of danger. Unexpected appearance on the carriageway, exit from behind vehicle or other object blocking the view, the game on the carriageway, as practice shows, takes place in mainly for reasons of inability to observe the roadway, to notice motor vehicles, assess the speed and direction of movement, anticipate the possibility of a vehicle appearing from behind other vehicles, bushes, trees; inattention and carelessness.

Therefore, children need to be taught the ability to see and anticipate danger. This skill must be brought to automatism, developed into a solid skill (into a habit). Formation of a skill in students foresight of danger should permeate all teaching them safe behavior on the road, since it is especially difficult for a child to foresee a hidden danger. The skill of foreseeing danger is closely related to the formation of observation skills in students. The absence of this skill in a child leads him to the following typical mistakes associated with high degree of danger: starts to cross the roadway without stopping and without looking around; moving along the sidewalk in the zone of exit from the yard, does not notice the leaving vehicle; on streets with unregulated traffic (the so-called "desert" streets), without looking around, enters the roadway in front of approaching vehicles; playing near the roadway and being carried away by the game, runs out onto the road without first examining it; at dusk does not notice a dark car; does not notice the turn signals given by the driver. The combination of special abilities and skills: to see traffic situations, observe their development, correctly analyze the traffic situation and predict (foresee) its subsequent changes and make decisions adequate to the situations that are developing on the road, gives us the right to present it as a single "rule" in the form of a third "law" of traffic safety – "Feel the way". In other words, it sounds like this: "Be able to see, observe and foresee, act safely!" By implementing this "law" in pedagogical practice, it is necessary to ensure that the child is able to see with his own eyes the movement of vehicles and pedestrians along roads and streets. (At the same time, he must firmly grasp that danger often hides behind various objects on the road). In this regard, hazard foresight lessons should be conducted on the street, but within the area of sidewalks, a pedestrian crossing or at a public transport stop, etc. The study of the practice of organizing the prevention of child road traffic injuries allows us to identify the following necessary minimum of basic skills of safe behavior on the road that all pedestrians and especially children should have: everyday life, and the transport environment begins), the skill of calm, fairly confident behavior on the street (calmly navigate the traffic situation and make the right decisions), observation skill (look and see the traffic situation, notice vehicles, assess the speed and direction of their future movement), the skill of foreseeing danger (to see all objects that pose a danger to his life and health, as well as to assume possible dangers (hidden dangers) and be able to calculate them, i.e. to foresee the possibility of the appearance vehicles due to other items), the skill of switching to self-control (the ability to control one's behavior).

From how children learn these rules, study and master "laws" of traffic safety, master the listed skills of safe participation in road traffic and skillfully apply them in practice, their present and future personal security depends on roads. Teaching students the basics of road safety, instilling in him elements of transport culture, polite treatment and attentive attitude to other participants in the movement, at the same time laying in the child the foundation of future civilized creators and reformers of the entire road transport system society with the condition of its maximum possible safety for others. Thus, the content of knowledge, skills and abilities, their volume and stability must meet the requirements that impose the conditions for the safe participation of students in road traffic; the content of knowledge, skills and abilities of the safe participation of schoolchildren in road traffic should be built taking into account intersectoral factors on the basis of the "laws" of traffic safety and accumulate special rules for safe behavior; knowledge, skills and abilities of safe participation in road traffic should be comprehended and perceived as a guide to safe behavior in the process of movement, should be a means of making the right decision and implementing safe actions [15].

The education and upbringing of children must be organized continuously and systematically, taking into account their age. This is due to the fact that at each age stage of a child's development, so-called social situations of development are created. Practice shows that in schools, loans, universities, as a rule, more attention is still paid to the study of traffic rules by children (road signs, traffic signals, memorizing the wording of the rules for crossing streets and roads, the duties of pedestrians and passengers, etc.) than the education of other components of the safe behavior of students in traffic. Preparing students for safe participation in road traffic, in our opinion, should include the following: a lesson (lesson in a special room, practical exercises on special sites on the street, etc.); independent study (activities for the study of traffic rules: competitions, quizzes, excursions, competitions, etc.); participation (or at least presence) of students at all district, city and other thematic and preventive events held by educational authorities together with the State Traffic Inspectorate, defense and sports and other interested organizations, societies and institutions; individual educational work with the child in the family.

When preparing students for safe participation in road traffic, it is necessary to take into account the psychological and physiological characteristics.

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