# ELUCIDATION OF THE TOPIC OF DANGEROUS AND HARMFUL FACTORS IN PRODUCTION BASED ON NEW PEDAGOGICAL TECHNOLOGIES.

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**Annotation:** *The article describes the possibilities of using new pedagogical technologies in practice using the example of the topic of dangerous and harmful factors in the production of life safety science. Using key words and phrases related to science, the content and essence of the topic is revealed using interactive Venn Diagram, Cubic Strategy, Cluster and Cinquain methods*

**Keywords:** *Pedagogical technology, educational system, creative thinking, Venn diagram, cluster, cinquain, cubic strategy, interactive method.*

**Аннотация.** *В статье описаны возможности использования новых педагогических технологий на практике на примере темы опасных и вредных факторов в производстве науки безопасности жизнедеятельности. С помощью основных слов и фраз, связанных с наукой, раскрывается содержание и суть темы с помощью интерактивных методов «Диаграмма Венна», «Кубическая стратегия», «Кластер» и «Синквейн».*

**Ключевые слова:** *Педагогическая технология, образовательная система, креативное мышление, диаграмма Венна, кластер, синквейн, кубическая стратегия, интерактивный метод.*

At the current quality stage of the national personnel training program, it is important to widely introduce targeted innovation projects into the educational processes regarding the creation and mastering of advanced pedagogical technologies.

The purpose of introducing the teaching of pedagogical innovation into the educational system of our country is to create new forms and methods of educating young people in the spirit of national ideology and independence.

Pedagogical innovations are manifested in technological approach to teaching, interactive models of teaching, test science, person-oriented education, distance learning, acmeology and other forms. Pedagogical innovation forms of teaching ensure a significant increase in the quality and result of the pedagogical process compared to the previous one.

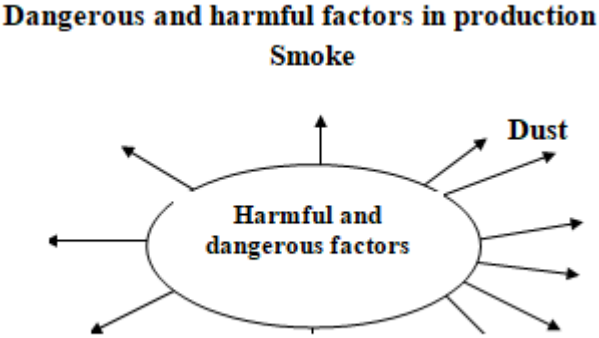
Interactive methods of the new pedagogical technology - «Venn diagram", «Cubic strategy", «Sinkway", «Cluster" structures were chosen because these methods

are considered to be both convenient and provide sufficient opportunities for the distribution of time allocated for the lesson.

1. Application of the cluster-interactive method

To use this topic phrase method, students are brainstormed with the phrase «Dangers and Harmful Factors» and each idea or piece of information they come up with is collected. The phrase «Dangerous and Harmful Factors» is placed in the center of the circle, and the thoughts of any content expressed by the students are written around the circle.

In this case, such words can be as follows: In the interest of the worker..., harmful substances..., harmful factors..., toxic substances..., utility rooms..., dust..., steam..., protective equipment, etc. Then all the opinions expressed are categorized as follows.




What else do you know about harmful factors, in addition to their types, write what you know in the blank boxes.

2. Application of the cubic strategy

A). Describe

Harmful factors damage human health as a result of long-term effects on the human body. And dangerous factors injure or injure a person due to their sudden occurrence.

B) «Compare»

Risk factors force more vigilance than harmful factors. Because dangerous factors have a stronger influence than harmful factors.

V) «Association»

Harmful and dangerous factors have a negative effect on the human body.

G) «Analysis»

Harmful and dangerous factors are found in the production environment.

«Apply»

In the production process, workers are always exposed to dangerous and harmful factors. Noise, vibration, dust, smoke, various harmful gases and vapors can be generated in the workplace. Among the dangerous factors are the explosion of high-pressure containers, the burning of alcohol, and explosions. In order to be able to know and study harmful and dangerous factors of this type in advance, and to apply measures against them, industrial sanitation and safety techniques of labor protection,

as well as fire and explosion safety are studied. It is possible to understand the practical importance of having knowledge about these and to determine safety measures in practice.

E) «Substantial arguments»

Unfortunately, to date, more than 100 dangerous and harmful substances cause air pollution during the production of food products. This, of course, has a negative impact on workers. In any case, dangerous factors are observed in these enterprises. It is observed that workers even become disabled and die due to the fact that they do not know in advance that these will damage the human body, injure them and cause occupational diseases.

Decontamination of harmful and toxic waste generated in production enterprises and turning it into secondary raw materials as much as possible is one of the main requirements of today. Risk factors can be eliminated by being a knowledgeable professional who can determine the measures to prevent them from occurring

3. Synchronous interactive method helps to develop students' thinking ability based on a different approach to the problem in the process of disseminating and summarizing information.

1. ___ noun (who, what);
2. ___ ___ quality (how, what);
3. ___ ___ ___ verb (task, function);
4. ___ ___ ___ ___ association (imagination, what came to mind)
5. ___ ___ ___ ___ ___ is a synonym (similarity) of the noun.

For example, the following can be written about dust, which is the main harmful factor:

1. «Dust»;
2. Harmful, affects people;
3. damages the respiratory organs
4. Makes a person sick with pneumonia

By using the above-mentioned interactive methods of the new pedagogical technology, instilling harmful and dangerous factors into the minds of students is considered the most convenient teaching methodology today, it can be explained by the fact that it is possible to achieve a high score and save time in the assessment of their knowledge.

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