



**FUNCTIONS AND METHODS OF ORGANIZATION AND  
MANAGEMENT OF THE PROCESSES OF FORMATION OF FIRST  
AID SKILLS AMONG NON- MEDICAL STUDENTS**

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<b>ABSTRACT</b>	<b>KEY WORDS</b>
<p>The analysis of the consequences of industrial accidents and various disasters shows that one of the main causes of the negative impact of striking factors is a human being: workers are not able to apply in these situations the knowledge, skills and abilities in the field of protection from dangerous (emergency) situations received at the university. In other words, they have not developed perception, understanding and transformation of a specific situation in the system "man - danger" when performing their professional activity. Accordingly, readiness to work in suddenly changed conditions, in the development of extreme situations (fire, explosion, earthquake, flood, etc.), the ability to make and apply competent decisions, have become more and more demanded qualities of a graduate of the university [1].</p>	<p>Emergency, dangerous situations, accidents, disasters, first aid, non-medical students, interactive scenarios, role-playing games</p>

**Introduction**

When organizing the teaching and learning process, the main goal is to be able to give students the necessary theoretical knowledge and practical skills on the subject. A skill is understood as an action in which individual operations have become automated as a result of an exercise. The fact that a given action has become a skill means that the individual, as a result of the exercise, has acquired the ability to carry out this operation without making its performance a conscious goal. When in the process of learning a student develops the ability to perform an action, he first performs this action in a detailed manner, fixing each step in his consciousness. The capability to perform an action is first formed as an ability. In the process of training and action, the ability is improved, the intermediate steps of this process are no longer realized, the action is performed fully automated and the person forms a proficiency in performing this action, that is, the ability turns into a skill [2].

First aid is a skill that not only contributes to saving lives, but also plays an important role in building responsibility and civic engagement in society. Although non-medical students in higher education may not seem to be directly involved in situations requiring medical intervention, teaching them first

aid skills is of key importance. First of all, students spend most of their time in public places: in dormitories, on sports fields and on public transportation. In these environments, emergencies requiring first aid can occur at any time. For example, heart attacks, allergic reactions, and sports injuries are all instances where knowledge of first aid skills can save a life or prevent serious complications. In addition, students are an active part of society and may find themselves witnessing accidents or ailments in their friends, neighbors, or random passersby. In such situations, first aid skills become essential, and the more people in the community who possess these skills, the greater the likelihood of a successful outcome in critical situations.

The development of first aid skills among non-medical higher education students is a critical aspect of public health and civil security that contributes to the preservation of lives and the well-being of society as a whole. Organizing the processes of first aid training among non-medical students requires a systematic approach and effective planning.

## **Methodology**

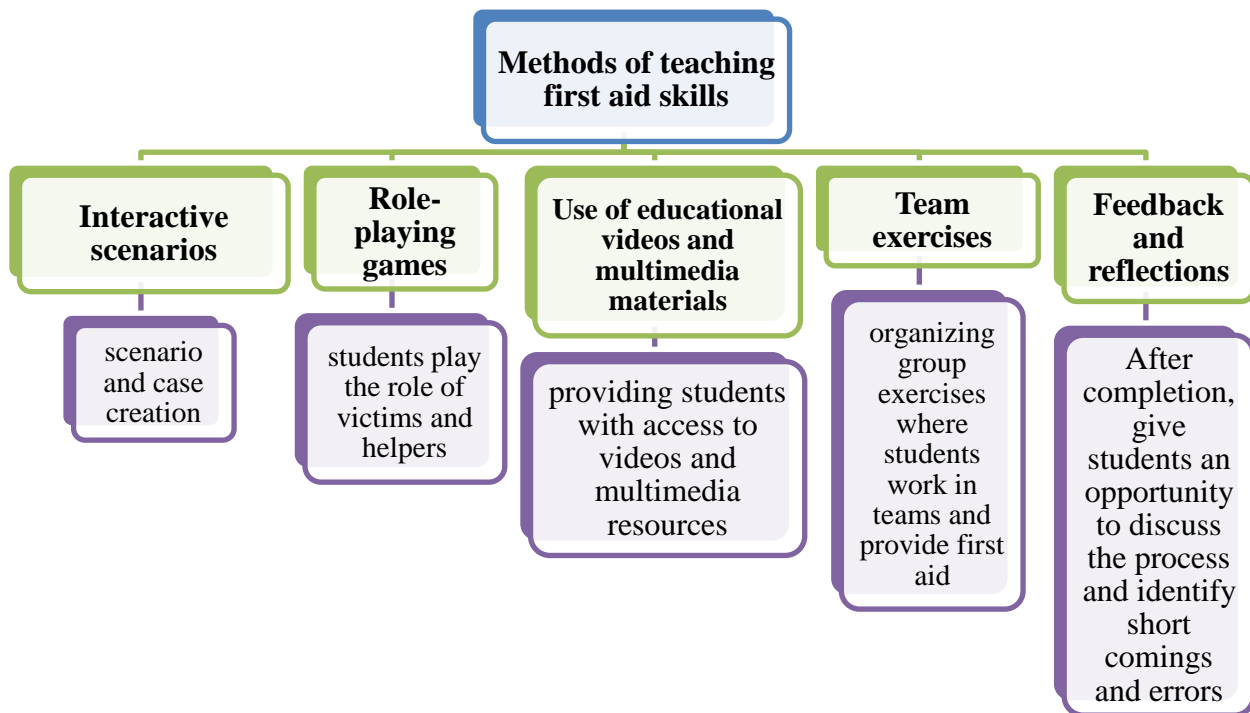
Nowadays, the tasks of first aid skills formation in non-medical higher education students should be:

- mastering the basic principles of first aid-students should master the basic steps necessary to provide first aid in various emergency situations, such as fainting, heat stroke, frostbite, trauma, scalds, burns, bleeding and others;
- practical skills- students should have practical skills such as proper CPR, cardiac massage, bandaging, tourniquet and so on;
- awareness of emergency medical conditions-students should know the signs of various conditions that require immediate medical attention and how to respond to them;
- psychological training- students should be prepared to provide first aid in stressful situations and trained in basic principles of communication with and support for victims in times of distress;
- ethical considerations-students should be familiarized with basic ethical principles related to first aid, including respect for confidentiality, respect for personal autonomy, and the like;
- regular updating of skills- students should periodically update their knowledge and skills by participating in first aid trainings, seminars or training courses;

To improve the level of students' training it is necessary to get away from formalism in the learning process, to get the student out of the desk and put him in a situation close to the real one. Training should be organized in the form of problem classes with simulation of various types of accidents. The main purpose of such classes is to practice tactics and skills of correct behavior, methods of quick collection of information about the victim, schemes of notification of rescue services and administration, and most importantly - to teach to mobilize all available forces and reserves, to quickly make rational decisions in difficult conditions of an emergency situation (darkness, rain, cold, lack of necessary means of rescue).

Considering modern requirements to the learning process and taking into account modern methods of pedagogical technologies, we propose the following methods, the application of which will improve the assimilation of first aid skills among students of higher education institutions (table 1)

Table1.



Interactive scenario-based learning is an approach in which learners are actively involved in the learning process through the use of simulated scenarios that require them to make decisions and perform actions under conditions that are as close to the real world as possible. This method is used to practice skills and behaviors in a variety of situations, giving participants the opportunity to practice and receive feedback.

Role-playing methodology is an active learning method that involves acting out scenarios that simulate real-life situations. This method allows students to try on different roles, which helps to develop communication, decision-making and problem-solving skills.

Using multimedia in teaching is an effective method that combines different types of media content (video, audio, images, text and interactive elements) to enhance learning. This methodology helps to make learning more interactive and engaging, as well as enhancing learning through multi-channel perception of information.

The team exercise method is an active learning method aimed at developing teamwork, communication, leadership and problem-solving skills through group assignments.

The feedback and reflection technique is an important component of the educational process aimed at improving the knowledge, skills and personal growth of participants through systematic analysis of their activities and receiving constructive feedback. This method promotes deep understanding of the material covered, development of critical thinking and awareness.

## Results and Discussion

In the process of theoretical analysis of the scientific works published in this field, we came across different approaches used by the authors in relation to the development of first aid skills, so in scientific article Ekimova, E. S. also states that the following principles are applied for effective work with study groups:

- a) the principle of interactive learning, which implies active communication of participants with each other and with the teacher; equality, built on a partnership relationship between learners and the learner, the implementation of feedback; the realization of the interests of adult learners. This principle supports high motivation and contributes to the understanding of the problem posed by the trainees;
- b) the principle of psychological safety, i.e. modeling of psychologically safe conditions for intensive, emotional communication during the performance of tasks;
- c) simulation of various types of accidents, the main goal is to practice tactics and skills of correct behavior in an emergency situation and ways to quickly collect information about the victim, to learn to quickly make rational decisions in difficult conditions (darkness, rain, cold, lack of necessary means of rescue);
- d) use of simulators for cardiopulmonary resuscitation, which contributes to the approximation of conditions in the classroom to real conditions;
- e) taking into account the emotional complexity of the material: the lessons and the material under consideration should stimulate positive emotions [3].

Practical training should be completed on a positive emotional background. To intensify the learning process it is necessary to create conditions for better perception of information: use slides, educational films, tactile sensations are useful for trainees when working with the simulator [4,5].

In his work "Situational approach in the mastering of first aid techniques by students of secondary school" Kulagin, A. S. emphasizes that, to implement a systematic approach to the mastering of first aid techniques for victims in the course "Basics of Life Safety" researchers have developed and implemented a set of situational problem tasks, including the characteristics of situations related to the need for first aid in various emergency conditions. This complex includes tasks of two types: non-simulation (training) and simulation (real). The solution of these tasks involves a sequential ascent from the mastering of general algorithms of first aid to such direct actions in situations close to real conditions. The solution of non-simulation tasks involves familiarization of general education students with the situation presented in text or graphical form. Its solution involves the student's performance of actions of analytical, evaluative, predictive and recommendatory nature with the choice of necessary in specific conditions of the algorithm of actions without the use of practical skills. Simulation tasks provide further complication of the conditions of situational tasks, requiring additional material and technical equipment, modeling the situation, close to real conditions. The solution of this type of tasks for students has the character of game activity, assuming "living" the situation in its game embodiment (M. V. Klarin). In didactic terms, the solution of imitation tasks by students involves a sequential passage of stages: analysis of conditions and requirements of the task; selection of the necessary algorithm of actions; characterization of the algorithm; performance of practical actions on first aid. Experimental work on the use of situational approach in the mastering of first aid techniques by general education students in schools of Nizhny Novgorod region allowed us to speak about the effectiveness of the chosen methodology[6].

## Conclusion

In order to optimize the process of formation of first aid skills, we propose to develop a systematized educational program for students of higher educational institutions. Within the framework of the training it is proposed to use various methods to improve first aid skills, such as interactive scenarios, organizing role plays with active participation of students, using educational videos and multimedia materials, as well as conducting team exercises and reflection. An important part of this approach is the opportunity to discuss the first aid process, identify areas for improvement and develop strategies to overcome them.

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