

## ENSURING EDUCATIONAL INTEGRITY IN THE IMPLEMENTATION OF PEDAGOGICAL PREVENTIVE WORK ON ROAD SAFETY

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### Annotation

This article will focus on ensuring educational continuity in the implementation of pedagogical preventive work on road traffic safety. Also, the success and effectiveness of educational work is focused on the forms of its organization and the possibility of the school's work in the spiritual sphere in the process.

**Keywords:** Road Traffic Safety, preventive work, process, continuity, etc.

### Introduction

The success and effectiveness of educational work depends on the skillful use of the variety of forms of its organization. In scientific and pedagogical research, various interpretations of the concept are presented. A figure is an appearance, an external scarp, a certain established order. The form category is used to describe the ordering of an object, its internal and external structure.

There is no clear classification (or typology) of forms of educational organization in didactics. Due to the form, the content becomes external, adapted for use (extra training, instruction, quiz, assessment, lecture, debate, lesson, excursion, conversation, meeting, party, consultation, examination, line, review, raid, etc.). Any form consists of the same components: goals, principles, content, methods and tools of teaching.

Specific forms of organization of training at the level of training are as follows: in the empirical typology of training - lesson, lecture, interview, workshop, seminar, excursion, conference; in the theoretical typology - individual training, group training, collective training.

Specific forms of teaching organization at the institutional level (at the level of an educational institution) consist of the following educational systems: class-lesson teaching system, lecture-seminar teaching system, class-subject teaching system, collective training system according to individual educational programs, etc.

Currently, there are various forms of organization of the educational process, and their classification is carried out on different bases. Ch. Kupisevich and I.P. Podlasiy propose to classify the forms of education according to the following indicators: the number of students participating in the educational process (group, individual forms); place of educational organization (school and out of school); duration of educational activities (classroom and extracurricular activities).

Auxiliary forms of organizing the pedagogical process include forms aimed at satisfying the multifaceted interests and needs of students in accordance with their inclinations. These

include optionals and various forms of circle and club work, a form of collective education (a method of organizing collective creative work).

A method is a systematic set of steps and actions that must be performed to solve a specific problem or to achieve a specific goal. It is accepted that a set of methods of one type is called an approach.

The teaching method is a process of interaction between teachers and students, as a result of which the transfer and acquisition of knowledge, abilities and skills provided for in the educational content occurs. .

There are many classifications of teaching methods. There are more than a hundred technologies in pedagogy. Most of the listed are suitable for teaching traffic rules: 1. Technology for developing critical thinking; 2. Game teaching technology; 3. Teaching technology on the example of specific situations; 4. Team teaching method; 5. Group technologies; 6. Technology of individualization of education; 7. Culture education technologies of differentiated education according to children's interests, etc.

Of course, a lot depends on the teacher, his competence and passion for work.

The formation of students' skills of safe behavior on the streets and roads can be carried out in the educational process both in the form of a traditional lesson and in other forms of didactic training with the use of innovations.

Below is a selection of features of options for teaching the basics of road safety to students, forms and technologies.

Playful methods. The game in the history and development of mankind can be compared with the time of the appearance of man in terms of age. This is important in his life, development and education. There is a special direction in science - game theory. Many classifications of games have been created. According to one of them, we can distinguish functional, thematic, constructive, didactic, sports, military and widely used business games.

The game should be considered as a multi-functional method. The game is characterized by a tactical and strategic focus on the formation of worldview, personal characteristics and abilities. The choice of teaching methods is important for the formation of purposeful, motivated activity on mastering the elements of transport culture.

A number of conditions and factors of an objective and subjective nature affect the choice of teaching methods.

The following can be distinguished among them: the degree of educational motivation; level of development of cognitive activity and interest in learning; the level of preparation of students (the knowledge they have, their breadth and depth, diversity, the level of intellectual development, the ability to work, organization, discipline, the formation of study skills); characteristics of students (age, sex, individual differences, belonging to national and religious confessions, characteristics of existing relationships within the class group, regional characteristics of children, social differences, their life experience).

The game method is the most effective way to achieve the set goals and tasks - to create



motivation to learn traffic rules and create conditions for children and young people to master the elements of traffic culture.

The game is primarily about gaining experience, including active experience. The use of game methods in learning the rules of the road is especially relevant and appropriate, because it is a situation where one cannot learn from one's own mistakes. Here are the main types of games that can be used in training. The business game allows you to discuss different situations of the Rules from the perspective of different road traffic participants. The role-playing game models various real-life situations, giving students the opportunity to better understand the studied Rules.

Game design of a specific situation - active dialogue exercises; their main purpose is to activate the students' knowledge of traffic rules, which will be considered during the training.

Business game. Here, a real situation in which certain actions are performed is modeled, the optimal option for solving the problem is selected, and its practical implementation in life is simulated (simulated). In the process of the business game, the need for students to acquire and expand their knowledge arises, which turns into action, and the learning process itself becomes active and creative, as well as meaningful and attractive.

Modeling traffic situations. It is recommended to review problematic traffic situations with children, their review encourages children to think logically, analyze, compare situations, and make the right decision.

Modeling of traffic situations develops children's ability to self-evaluate, self-control, helps the formation of safe movement skills and positive habits on the streets and roads, this technology also helps the pedagogue in certain material situations allows to solve the task in a new way.

Integrated lessons of learning traffic rules. Work on teaching children to move correctly (safely) on the streets should be carried out based on consciousness and awareness. On the one hand, it is necessary to know these rules, and on the other hand, it is necessary to understand internally that these rules must be followed. Thus, we are talking about acquiring the habits of behaving in accordance with the rules and skills on the street by children of school age, and clearly observing them.

Neither can be achieved if road safety is only given time during fixed hours. Conducting classes in accordance with the program is a mandatory minimum for working with children. In addition, any other opportunity for children to learn or do something extra should be used. In the school, there are lessons in which the teacher himself chooses the material and includes it in the content. In elementary school, these are speech development lessons, extracurricular and extra reading, physical education, labor lessons, in middle and senior classes - history, mathematics, physics, geography lessons. During these lessons, the teacher may occasionally provide materials related to traffic rules, street or traffic situations.

Organization of work with teachers. It is known that in order to achieve the goals of forming safe behavior skills on roads in preschool children, the main place in the educational system

is given to pedagogues and educators of preschool educational institutions. The tasks of the senior educator in the organization of work on the prevention of traffic injuries in a preschool educational institution include providing methodical support to pedagogues. Educators should know the rules of the road for pedestrians and the requirements for moving with a group of children on the streets, roads and in transport.

For the effectiveness of teaching children, every pedagogue should have a high level of knowledge of the content and methodology of the basics of road safety. Work on improving the qualifications of the team of pedagogues for the prevention of children's traffic injuries can be organized in several directions.

Educators periodically familiarize themselves with the peculiarities of conducting preventive work in pedagogical councils, production meetings, methodological associations, which are a special school of professional development. They play a leading role in improving the pedagogical skills of teachers.

Participation in road safety competitions at the regional and district level helps generalize and popularize modern pedagogical technologies, the most effective work experience in organizing the educational process in the field of road safety.

Self-analysis helps to activate the activity of the teacher in teaching students the rules of safe behavior on the roads.

The main rule of all work is "students should learn the rules not only theoretically, but also practically." Close cooperation of all pedagogues is important in the work process.

Organization of work with parents. It is known that no education can be effective if parents do not follow traffic rules. For students, parents are examples of behavior on the road and in transport. Only in cooperation between the kindergarten and the family, it is possible to develop the necessary skills for children's traffic. For this purpose, educational institutions use the following: visual information on stands, folders; seminars where parents are introduced to the knowledge and skills imparted to children (traffic rules, road signs; pedestrian crossings, pedestrian obligations); working games and trainings with listening to audio recordings of conversations with students; "open house" for parents with viewing of traffic literacy classes; oral journals and discussions, the experience of family education are listened to, various situations that may arise on the road are discussed; meetings of parents, interviews with the participation of a teacher-psychologist, an inspector of the road patrol service and other interested persons; joint holidays and events; publishing a wall newspaper for parents.

In general, measures aimed at ensuring safe movement of elementary school students on the road and preventing traffic accidents: enriching students' knowledge of road traffic; order and discipline, to educate a sense of responsibility; to develop the ability to help oneself and one's friends; to develop cooperation skills; teaches to use knowledge and skills in a practical process. This serves as a solution to an important problem in today's globalization.

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