

COMPREHENSIVE AND METHODOLOGICAL ANALYSIS OF DEVELOPING FIRST AID SKILLS IN STUDENTS OF NON-MEDICAL FIELDS

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Abstract: According to statistics from the World Health Organization, 25 percent of victims die from failure to provide first aid at the scene of an emergency. Up to 60 percent of such deaths could have been prevented if there had been a person next to the victim who knew how to provide first aid. That is why the problem of providing first aid, as well as training in it, are still included in the list of problems of human life safety[1].

Key words: emergencies , first aid, life safety, victim

Introduction. In modern society, developing first aid skills in students in non-medical educational institutions is of particular importance. This process not only provides students with specific skills and knowledge, but also makes a significant contribution to their personal development and public safety. First of all, first aid training gives students confidence in themselves and their abilities. Knowing how to act in critical situations helps them feel more independent and prepared to solve problems. This is especially important in moments when every second counts and a quick reaction can save a life.

In addition, developing first aid skills helps students develop social responsibility. They become aware of their role in society and understand that they can bring real benefits to others. This aspect of learning also helps develop a more empathetic attitude towards others and broadens students' horizons in terms of caring for the well-being of others. As a result, mastering first aid skills benefits not only students but also society as a whole. People who have this knowledge can provide assistance in case of accidents both in the educational environment and in everyday life. This helps create a safe and friendly environment where everyone can count on support and help if needed. Thus, developing first aid skills in students in non-medical educational institutions plays an important role both for the individual development of each student and for society as a whole. This process not only strengthens self-confidence and social responsibility, but also makes the world a little safer and kinder for all its inhabitants.

Materials and methods of the study. In the course of assessing the level of knowledge of the process of developing first aid skills among students of non-medical universities, we analyzed the scientific works of researchers in this field, who assert the need to develop first aid skills among students of non-medical higher education institutions around the world.

A research study conducted in Taif, Saudi Arabia, assessed the awareness, knowledge, attitude, and practice of first aid among medical and non-medical students at Taif University [2]. The study found that the knowledge and skills of first aid among medical students were higher than that of other students. This is because medical students have a direct connection with the profession, which makes them more aware of the importance of first aid than other participants in the study. The study also found that students who received information about first aid as part of their school curriculum had better knowledge and skills in this area. According to this finding, first aid in the school curriculum should include more practical training rather than just lectures. In this study, 63.8% of the participants reported that their school curriculum contained information about first aid.

In conclusion, according to the study, half of the participants had good knowledge of first aid, but they had no practice or skills. Participants in first aid courses showed a higher level of knowledge and awareness, which was statistically significant. In order to effectively manage casualties in emergency situations, people need to have a good understanding of the various methods and materials used in first aid [2].

And a study conducted among students of non-medical higher education institutions at the University of Karachi showed that the knowledge and skills of students in providing first aid in various emergency situations were insufficient to provide correct and qualified first aid to victims in emergency situations [3]. The results of the ascertaining stage of the experiment conducted at the Mari State University in Yoshkar-Ola, Russia, also showed that students do not have sufficient first aid skills, despite a high level of theoretical knowledge. The study revealed that the level of stress resistance among students is low, which may indicate insufficient readiness to respond to emergency situations.

The results of a study conducted among students at Yarmouk University in Jordan showed that students also lacked sufficient knowledge of first aid. The researchers noted that to reduce early mortality and morbidity from accidents and emergencies, first aid should be included in standard high school and college curricula [4].

When organizing the educational process, the main goal is to give students the necessary theoretical knowledge and practical skills in the subject. A skill is an action in which individual operations have become automated as a result of the 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 perform this operation without making its implementation his conscious goal.

To improve the level of students' training, it is necessary to move away from formalism in the educational process, to pull the student out from behind the desk and put him in a situation close to real. Training should be built in the form of problem-solving classes with the imitation of various types of accidents. The main goal of such classes is to practice tactics and skills of correct behavior, methods of quickly collecting information about the victim, schemes for alerting rescue services and the administration, and most importantly - to teach how to mobilize all available forces and reserves, quickly make rational decisions in difficult conditions of an emergency (darkness, rain, cold, lack of necessary rescue equipment).

It is necessary to include in the training process traditional competitions or contests mandatory questions (stages) on demonstrating first aid skills, which provide for the solution of the following tasks:

- to bring students as close as possible to real emergency situations;
- conduct a powerful psychological and emotional training that will make you remember your mistakes and miscalculations for the rest of your life;
- to identify the level of students' preparation and its compliance with the accepted standard;
- to evaluate the dynamics of students' preparation in comparison with previous competitions;
- demonstrate new techniques and useful experiences;
- identify and reward the best.

In the process of theoretical analysis of scientific works published on the methodology of teaching first aid skills, we encountered different approaches that the authors used to achieve their goals, so in his scientific article Fedorov A.V. suggests conducting classroom classes with students of pedagogical universities according to a certain methodology, the author claims that a two-hour classroom lesson cannot be only a lecture or a seminar. From the author's point of view, it would be more reasonable to conduct a combined classroom lesson, in which, during ninety minutes, the following will alternate: listening to a lecture with multimedia slides (35 minutes), reinforcing skills in practice (25 minutes), solving situational problems (15 minutes), testing control of acquired skills (10 minutes), results and an assignment for the next lesson (5 minutes). The methodology is distinguished by a combined structure and is carried out within ninety minutes. This allows you to save time, since classroom work is not reduced, and the main sections of the discipline remain in the standard.

Students must consolidate the necessary skills and abilities under the teacher's supervision during practical assignments and situational tasks. In addition, an assessment is made of the level of students' mastery of the necessary skills. Then, areas that have not yet been mastered are identified, and students are given more time for out-of-class work.

Unlike the traditional lecture-seminar system, the quality of students' education is improved by the final assessment, which includes a test, a test, and an exam. As a result,

by the time of the final assessment, students have developed deeply conscious skills and abilities in providing first aid. The creation of such a teaching method has made it possible, while reducing classroom work for bachelors, not to omit significant sections and topics of the discipline from the program and to improve the quality of mastering the knowledge, skills, and abilities in providing first aid by students of pedagogical universities in connection with the transition to a multi-level system of training specialists [5] .

As he states in his scientific article Ekimova, E. S. Knowing the theory and methods of first aid does not mean being able to use this knowledge in an extreme situation. It is the psychological factor, if not taken into account, that turns training in first aid techniques into an empty formality. During practical classes, a group of doubts, fears and arguments that interfere with the work of students was revealed. One of the central problems is low motivation for training and improving the professional knowledge of the target audience. When analyzing the motivation of students in civil defense courses by interviewing students, testing and observing the audience, researchers found that in almost the overwhelming majority of cases, training is not a conscious need to obtain and update knowledge, but the implementation of an order from senior management. In addition, students have past educational experience, which can both increase their ability to learn and reduce their motivation to acquire new knowledge. To increase motivation, one should turn to the experience of students so that they can use their existing knowledge base and integrate the knowledge they have gained into their experience, remembering that the audience has the right to evaluate the educational material and respond to it. The following doubts and concerns are common among the trainees, which reduce their self-esteem: fear of making quick decisions and thereby harming the victim; fear that the victim may die due to the fault of the person providing assistance; fear of infection; fear of critical comments from eyewitnesses; the need to justify the fact that mistakes were made when providing assistance; it is difficult to force yourself to perform artificial ventilation of the lungs of a stranger, to touch his body. Some trainees are convinced that without knowledge of anatomy and classification of injuries and bleeding, it is impossible to teach first aid skills, and there is little time for study. Meanwhile, an eyewitness to an accident only needs to have certain first aid skills and know five or six situations (a state of clinical death, coma, life-threatening bleeding, contact of aggressive liquids with the skin and eyes, and thermal burns) in order to actually save and preserve the life of the victim until the arrival of medical personnel [6].

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 between participants and the teacher; equality built on partnership relations between learners and the teacher, feedback; implementation of the interests of adult learners. This principle maintains high motivation and promotes understanding of the problem posed by learners;

b) the principle of psychological safety, i.e. modeling psychologically safe conditions for intensive, emotional communication during the execution of tasks;

c) imitation of various types of accidents o the main goal is to practice tactics and skills of correct behavior in an emergency situation and methods of quickly collecting information about the victim, to teach how to quickly make rational decisions in difficult conditions (darkness, rain, cold, lack of necessary rescue equipment);

d) the use of simulators for performing cardiopulmonary resuscitation, which helps to bring the conditions in the classroom closer to real ones;

d) consideration of the emotional complexity of the material: the classes and the material under consideration should stimulate positive emotions. The practical lesson should end on a positive emotional background. To activate the learning process, it is necessary to create conditions for better perception of information: use slides, educational films, tactile sensations are useful for the trainees when working with the simulator.

In his work, Kulagin, A.S. emphasizes that, in order to implement a systematic approach to mastering the techniques of first aid to victims within the framework of the course "Fundamentals of Life Safety", the researchers developed and implemented a set of situational problem tasks, including the characteristics of situations related to the need to provide first aid in various emergency situations. The specified complex includes tasks of two types: non-imitation (training) and simulation (real). The solution of these problems involves a consistent ascent from mastering general algorithms for providing first aid to victims to such direct actions in situations close to real conditions. The solution of non-imitation problems involves familiarizing comprehensive school students with a situation presented in text or graphic form. Its solution involves the student performing analytical, evaluative, prognostic and recommendatory actions with the choice of the algorithm of actions necessary in specific conditions without the use of practical skills. Simulation tasks involve further complication of the conditions of situational tasks that require additional material and technical equipment, modeling of a situation close to real conditions. The solution of this type of problem for students has the nature of a game activity, suggesting "living" the situation in its game embodiment (M. V. Klarin). In didactic terms, solving simulation problems by students involves a sequential passage of stages: analysis of the conditions and requirements of the problem; selection of the necessary algorithm of actions; characteristics of the algorithm; performance of practical actions to provide first aid. Experimental work on the use of a situational approach in mastering first aid techniques by students of a comprehensive school in comprehensive schools of the Nizhny Novgorod region made it possible to speak about the effectiveness of the chosen methodology [7].

Results and discussion. Based on the analysis of scientific research data on teaching and improving first aid skills of students in non-medical educational institutions, it can be said that the structure of teaching first aid skills and the degree of students' interest in first aid skills show an incomplete degree of interest and do not meet the requirements of

modern times. The increase in the number of industrial accidents and disasters, dangerous social situations and the spread of destructive forces of nature also confirms that the population does not have the skills of proper behavior in everyday life. Young people are a special group of people who need to change their ideas about their own safety and the safety of others, as well as how to lead a safe life.

Analyzing the possibilities of the currently existing professional education in the field of first aid in emergency situations and comparing them with the actual organization of professional education in pedagogical institutions of higher education, we came to the conclusion that the existing system is in dire need of creating a concept for organizing the processes of developing first aid skills among students of higher educational institutions.

To achieve this goal it is necessary organization and management of training processes for the development of first aid skills in students based on a systems approach that requires careful coordination and integration of various educational and administrative aspects. The systems approach involves the use of a holistic methodology, including an analysis of the needs of students, the development of educational programs, the selection and training of qualified teachers, and the introduction of effective methods for assessing and monitoring knowledge and skills. An important element is the creation of an educational and material base equipped with modern equipment and training tools that simulate real conditions for providing first aid.

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