DEVELOPMENT OF EXTREME COMPETENCIES OF STUDENTS OF PROFESSIONAL EDUCATIONAL ORGANIZATIONS BASED ON A GNOSEOLOGICAL APPROACH

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Abstract: *The development of extreme competencies in students of vocational education is one of the urgent tasks of today. In the process of extreme training, students must not only become qualified specialists in their field, but also possess the ability to make effective decisions in complex, stressful, or dangerous situations. Extreme competencies are the student's ability to maintain psychological stability under stress and pressure, quickly analyze the situation, act safely and rationally, as well as work effectively in a team.*

Key words: *Ekstremal, kompetensiya, ko'nikmalar, ta'lim, o'quvchilar, mashg'ulot, jarayon, vaziyat, stress, zo'riqish.*

The development of extreme competencies in students of vocational education is one of the urgent tasks of today. In the process of extreme training, students must not only become qualified specialists in their field, but also possess the ability to make effective decisions in complex, stressful, or dangerous situations. Extreme competencies are the student's ability to maintain psychological stability under stress and pressure, quickly analyze the situation, act safely and rationally, as well as work effectively in a team. Psychological and pedagogical conditions play a significant role in the formation of these extreme competencies. First of all, it is important to prepare students not limited to theoretical knowledge, but through practical exercises in realistic situations. For example, role-playing games or emergency training using the answer relay method develop students' skills in making quick decisions and problem-solving. At the same time, it is necessary to gradually prepare for extreme situations. By gradually developing skills in managing stress, maintaining emotional stability, and problem analysis, students learn to feel confident.

Psychological support is also important. To increase students' motivation, reduce anxiety and fear, and strengthen their self-confidence, educators should constantly encourage them. At the same time, group training is an effective means of developing extreme competencies. Communication, leadership, and collaboration skills within

the team prepare students to act successfully not only individually but also as a group in complex situations.

The process of self-analysis and reflection is also important. After each lesson, the student can evaluate their activity, identify mistakes and successes, and develop a personal development strategy. In addition, it is necessary to ensure an individual epistemological approach. Taking into account the psychological characteristics, abilities, and attitude towards danger of each student increases the effectiveness of the educational process.

The development of extreme competencies in students of vocational education is one of the most pressing tasks of today. In the process of preparing for extreme situations, students should not only become qualified specialists in their field, but also possess the ability to make quick and rational decisions in complex, stressful, or dangerous situations. Extreme competencies are the ability of a student to maintain psychological stability under stress and tension, to fully analyze the situation, to act safely and effectively, as well as to cooperate in a team.

In the process of forming such extreme competencies, the role of psychological and pedagogical conditions is significant. First of all, it is important to prepare students not limited to theoretical knowledge, but through practical exercises in realistic situations. For example, allowing students to participate in simulations on emergencies or industrial safety teaches them to adapt to real conditions. Role-playing games and simulations develop skills in making decisions in extreme situations, rapid resource allocation, and effective teamwork.

Preparation for extreme situations should be carried out in stages. At the beginning, students are introduced to the techniques of forming stress resistance and emotional stability. For example, simple tasks on breathing exercises, visualization techniques, and problem analysis teach students self-control. In subsequent stages, they encounter more complex situations and each time have the opportunity to evaluate their decisions and analyze their mistakes. This develops students' independent thinking and the ability to respond quickly.

The process of psychological support is also important. Increasing students' motivation, reducing anxiety and fear, as well as strengthening self-confidence are carried out through pedagogical support. For example, through the mentoring system, experienced specialists create opportunities for students to share their difficulties and provide practical advice. At the same time, group training is an effective means of developing extreme competencies. The distribution of tasks within the team, the formation of communication and leadership skills prepare students for successful joint actions in complex situations. For example, exercises in joint actions in

emergency situations or collective decision-making in hazardous work situations help students develop a sense of responsibility and strengthen mutual trust.

The process of self-analysis and reflection is also very important. After each lesson, students should evaluate their activities and identify their mistakes and successes. This process allows you to develop a personal development strategy and act more effectively in subsequent lessons. Ensuring an individual epistemological approach increases the effectiveness of the educational process. Consideration of each student's psychological characteristics, abilities, and attitude towards risk guarantees their personal growth and successful performance in extreme situations.

In modern society, human activity can face many unexpected, dangerous, and complex situations. Natural disasters, man-made accidents, fires, epidemics, social conflicts, and other extreme situations require individuals to make prompt decisions based on physical, psychological, and informational factors. In this process, students are also one of the most vulnerable groups. Therefore, preparing them for correct actions in extreme situations, forming the necessary skills in such situations is one of the important directions of the educational process.

Impact of extreme situations on student psychology

Extreme situations typically trigger strong psychological reactions such as high stress, fear, confusion, and anxiety. In students of vocational education, this process can manifest itself as follows:

1. Emotional instability - fear, panic.

2. Weakening of cognitive processes - decreased attention, inability to make the right decisions.

3. Motivational changes - an increase in the self-preservation instinct, but sometimes the appearance of apathy.

4. Physical reactions - increased heart rate, limb tremors, imbalance.

Therefore, psychological preparation of students for extreme situations, teaching them simple and clear skills, ensures their volitional and disciplined actions in the event of danger.

Characteristics of student behavior in extreme situations. Several factors influence students' ability to work effectively in such conditions:

1. Information-based behavior

When a student understands the cause of an extreme situation, the danger, and the way out of it, their behavior becomes more consistent. Therefore, it is necessary to regularly conduct explanatory work on emergencies in schools.

2. Automated skills

If the practical skills learned in lessons - evacuation procedures, actions during fires, how to protect oneself during earthquakes - become automatic actions, the student will act correctly even in a stressful situation.

3. Ability to act in a group

Vocational training students usually have difficulty making independent decisions. Therefore, acting as a group, obeying the instructions of the group leader or teacher, quickly leads them to a safe area.

4. Psychological stability

Some students are stress-resistant, while others panic quickly. Special trainings, practical exercises, and simulation games make them mentally stable.

Formation of students' competencies in extreme situations.

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