



Organizational and Pedagogical Characteristics of the Development of Ergonomic Culture of Teachers

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Abstract: It is based on the relevance of ergonomic knowledge, skills and competences in the establishment of a new ergonomic learning environment in schools and the development of the present-day school teacher's ergonomic culture. In the ergonomics system, the training of educators and students to save labor, ensure the teacher's participation in the creation of a comfortable and effective, safe educational environment in the school has been considered.

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1. Introduction

The main prints of the state policy in the field of education are the provision of education on the basis of state educational standards, state educational requirements and educational programs, a clear goal and comprehensive perfection of the younger generation on the basis of socio-historical experience. The organization of a pedagogical process, which is organized on the basis of a specific project, aimed at achieving a specific goal, guaranteeing the outcome of education, in a systematic process aimed at developing the consciousness, behavior and outlook of educatorstirishga requires from school teachers an ergonomic culture based on knowledge, skills and competences in pedagogical ergonomics.

When it comes to the ergonomic culture of the teacher, we understand the general nature of the ergonomic knowledge, skills and abilities that enable us to create and use a comfortable, efficient and safe ergonomic learning environment and the workplace of a modern school teacher. Also, since the "teacher - pupil - educational environment - educational tool" is a component of educational ergonomics, we can conclude that the activities directed at the sum of factors such as teacher, pupil, educational environment, educational tools consist of its culture when it is called the ergonomic culture of the teacher.

According to the professional standard of the teacher, an important component of the labor functions of teachers in the ergonomics aspect means that in the context of creating a comfortable and safe

educational environment of a modern school, the physical, psychophysical, anthropometric and psychological characteristics of the human body should be carried out taking into account the main directions. The spatial direction is explained by the fact that the teacher shows where he / she performs his / her labor activity (workplace, zone), while the direction in space is explained by the teacher's taking into account his / her labor movements, his / her work and rest regime (work capacity, fatigue, etc.) [1].

2. Material and Methods

The direction of information is based on where and how the teacher receives information, analyzes it, manifests itself in the form of processing (sensory organs, characters, images, sounds, etc.), the full technological development of the educational environment and the safety, convenience in the conditions of gradual formation of the ergonomic culture of the teacher, the optimization of activities and the requirements for improving the We consider the problem of improving and developing an ergonomic culture from the point of view of the need to coordinate the professional training of teachers with the requirements of ergonomics, emphasizing the importance of solving the ergonomic problems of improving the educational process. For this purpose, the issue of the development of ergonomic culture in teachers is the importance of ergonomic requirements in the improvement of educational processes and its relation to the ergonomic requirements imposed on

didactic instruments, the ergonomic culture is a means of ensuring the safety and convenience of the educational environment, the solution of pedagogical tasks through a systematic integrated approach to, "the contextual basis of the development of ergonomics culture and the issues of the development of the ergonomics culture of teachers in the process of extracurricular activities" should be covered[2]. the sources should be used. Only in this case it is noted that a comfortable, effective and safe educational environment can be provided in a modern school.

Thus, it was based on the establishment of pedagogical activities aimed at improving the efficiency and quality of education, the development of the individual and maintaining the health of the participants in the educational process, the creation of psychological and pedagogical conditions to meet the needs of creating a safe and comfortable educational environment. The interaction in the reflexive approach to the organization of the process of systematic qualification improvement, as well as the organization of reflexive activities, the development of interest of the subjects in this process, the "pedagogic-pupil-educational tool " in the established ergonomic system to ensure the safety and convenience of the educational process in order to increase efficiency, as well as the formation, it will be expedient to study the psychological and pedagogical bases of eliminating the problems of the educational system from the "pedagogical ergonomics" in the process of training.

The structure of the content of the educational material from " pedagogical ergonomics" shows that it is of great importance in giving secular knowledge to teachers, demonstrating the importance of ergonomic skills and skills in everyday life, through which the development of the teacher's competency in ergonomics is one of the most important tasks facing today's institution of professional development and retraining.

In the teaching of pedagogical ergonomics, issues related to the biomechanical, physiologic, anthropometric, anatomic characteristics of a person who is involved in the training and training process related to the cocktail are of great importance. Search work on ways to solve the actual problems of the educational process: work place, processing of materials, change of the members of the human base, component of the work place, reliability and health; organizational ergonomics refers to issues related to the optimization of a case involving social technical systems and their organizational structures and management processes, etc.

It also examines the issues of individual communication system, Human Resource Management, development of projects, cooperation, rational organization and management of teamwork;

cognitive ergonomics examines the issues of human interaction with other elements of the system, finding interprocess contacts (perception, memory, decision-making, etc.). Problems such as smart cocktail, decision making, skilled performance, human and computer collaboration will be considered, in the process, when designing social technical systems, attention will be paid to the issue of continuous education and professional training of a person and concepts will be given.

Special attention will be paid to the fact that teachers, along with the study of pedagogical ergonomics, will be able to independently master simple but sufficiently based ergonomic definitions, wider thinking, solve problems based on different methods.

On the basis of the above mentioned, the components of the educational and cognitive activities of teachers were developed. For teachers, this process has a complex structure, the conditions of educational and cognitive activities in the relationship of the teacher and the listener have been organized. On ergonomics, competency printing has been formulated, criteria, stages, approach, aspects, methodological conditions, expected result components (see Figure 1).

The teacher was briefed on the fact that the development of ergonomic culture is directly related to ergonomic competence.

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The above sets of indicators (indicators) characterize the main elements of the quality of education (quality of goals, quality of conditions, quality of the process, quality of results).

Indicators of the level of preparedness of students of higher educational institutions in the direction of "Vocational education" for future work in colleges include:

First, preparation for teaching activities in the subjects of the teaching cycle and teaching practice, their personal achievements in educational activities;

Secondly, the quality of the organization of pedagogical processes;

Thirdly, knowledge in the field of conditions for ensuring the educational process.

Monitoring was conducted during 2014-2017. Monitoring the quality of the results of students educational activities: in the subjects of the pedagogical cycle was assessed by the rating system of higher educational institutions (current, intermediate, final grades), based on which, students' performance in the subjects of the pedagogical cycle, mastery of knowledge, skills, skills according to the state educational standards on pedagogical practice by

the method of questioning (according to the developed indicators).

3. Results

Naturally, there is a dependence between the new tasks (acquisition of ergonomic competence) and the existing opportunities for the teacher who came to the institution of professional development and retraining, the new system of relations with the organization of educational and cognitive activities. Possession of ergonomic competence requires a rapid change in the professional competence status of the teacher-listener: during the period of training in the institution of professional development and retraining, it is necessary to successfully master pedagogical ergonomics. This, in turn, requires the organization of the conditions of educational and cognitive activity in pedagogical ergonomics.

Based on the results of the study, it was concluded that the development of ergonomic culture is associated with the competence of teachers in pedagogical ergonomics and the need to solve the following tasks: self-development of teachers in professional activities training of teachers; development of teachers' knowledge that expresses the content of pedagogical ergonomics, facilitating their full understanding of ergonomic competence; ; implementation of an active-attitude approach to the organization of Independent Education of teachers, preparation for making ergonomic decisions.

Regular improvement of the ergonomic culture of teachers and listeners in the institutions of professional development and retraining implies the implementation of several tasks, namely the creation of the necessary conditions for the subjects of the pedagogical process, the organization of their activities, coordination, control, analysis and evaluation, as well as the creation and strengthening of a material and technical base for the implementation. Therefore, it is necessary that the managers and pedagogical staff responsible for the organization and management of pedagogical processes in the institution of professional development and retraining and ensuring its effectiveness have not only pedagogical experience,

but also sufficient understanding of ergonomics and management, pedagogical ergonomics in a number of directions. Therefore, in the institution of professional development and retraining, special preparation will be necessary for the teaching of ergonomic knowledge, which will ensure the performance of Labor functions in accordance with the professional standard for the teacher-audience. In conclusion, it can be said that in the process of developing an ergonomic culture, it will be necessary to control the level of its components, such as ergonomic knowledge, skills, thinking, orientation, in the formation of teachers-listeners. If in the educational process there is a presentation of various types of control, ergonomic knowledge and skills, timely detection and elimination of the educational activities of the teacher-audience, gaps in knowledge, in our opinion, the ergonomic culture in the teachers will develop with improvement.

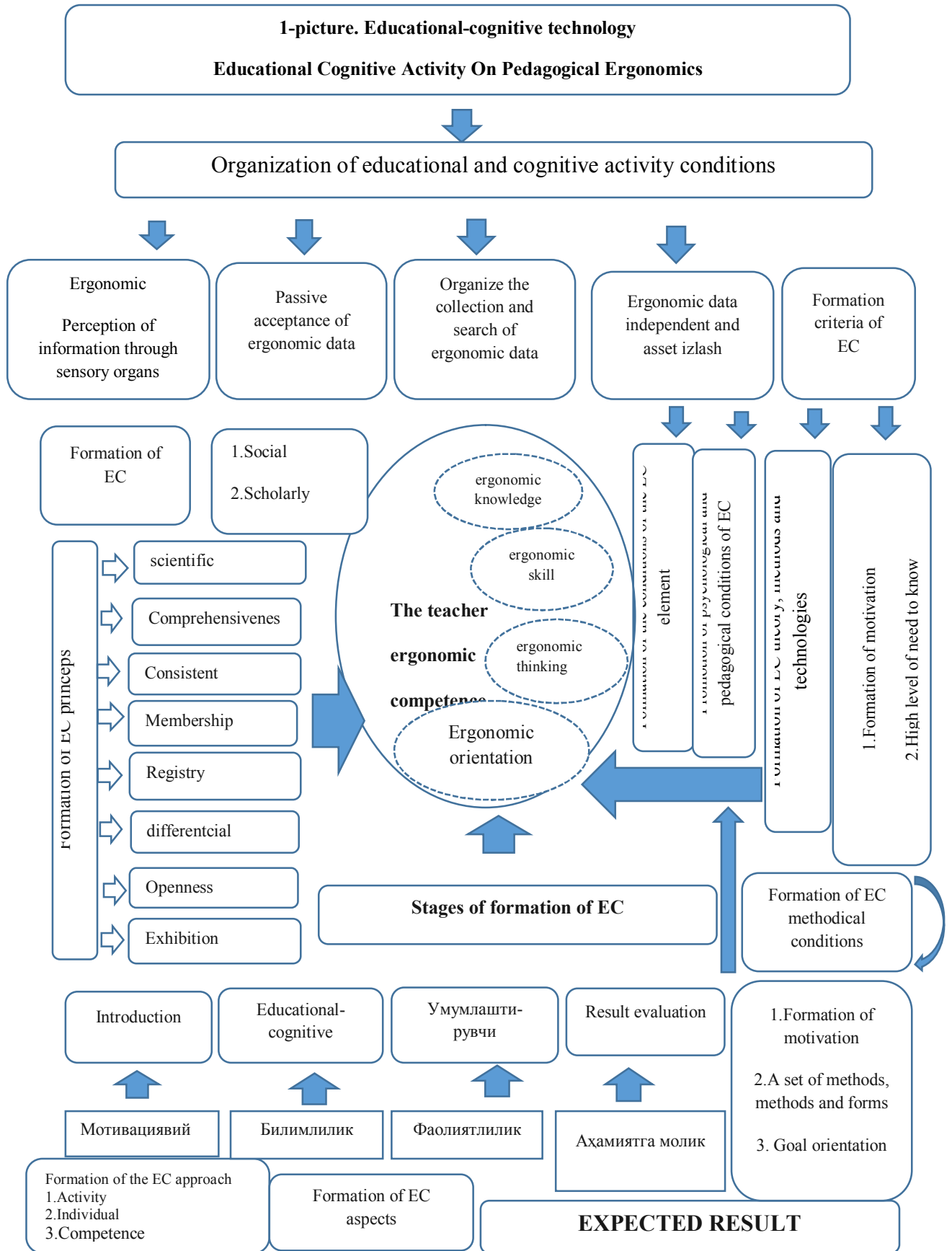
After analyzing the state of pedagogical literature, we came to the conclusion that in educational institutions methodological support in the field of organization and management of pedagogical processes is insufficient. Therefore, to solve the above problems, there is a need to develop appropriate methodological support. Methodological support as one of the conditions for the effectiveness of pedagogical processes is one of the determining factors for the high quality of education.

Therefore, it is necessary to develop the following types of methodological support and equip them with graduates of higher educational institutions and young teachers:

A fund of technologies for the implementation of educational work, expressed in various approaches for the organization and management of pedagogical processes;

Methodological development, manuals, recommendations on the organization and management of pedagogical processes in the conditions of specialized secondary educational institutions.

They will help ensure that the graduate can consciously and conscientiously, competently begin and successfully perform their teaching activities.



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Thus, students of higher educational institutions in the direction of "Vocational Education" should be given special attention, since they are the ones who in the future carry out their work in colleges and lyceums and are responsible for the quality of education of junior specialists. The importance and necessity of increasing the efficiency of the preparation process for the educational activities of graduates of higher educational institutions in the direction of "Professional Education" appears.

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