

IMPROVING THE MIDERGONOMIC COMPETENCE OF THE DEPUTY DIRECTORS FOR EDUCATIONAL WORK DURING THE TRAINING PROCESS**S.X. Abdullaev**

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In addition to socio-economic development in our country, extensive work is being carried out in the direction of modernization of education. The state policy in the field of personnel training provides for the formation of a well-rounded person through the continuous education system, which is inextricably linked with the intellectual, spiritual and moral education of the person, as the main tasks of the leaders and pedagogical staff of the National Center for Training Pedagogues in New Methodologies. determined that they receive regular education, the need to acquire knowledge, basic educational-scientific and general cultural knowledge, spiritual and moral qualities based on national and universal values, professional development, creative thinking and conscious attitude to the environment.

The main principles of the state policy in the field of education are to provide education based on state educational standards, state educational requirements and educational programs, and comprehensive development of the young generation based on a specific goal and socio-historical experience. The organization of a pedagogical process that guarantees the educational result, which is organized on the basis of a specific project in a systematic process aimed at the development of the mind, behavior and worldview of students, requires a culture based on knowledge, skills and qualifications of midiergonomics from the deputy directors of educational affairs.

Midiergonomic culture ensures the effectiveness of the implementation of lessons remotely using the Internet and information and communication technologies, organization based on a specific project, the use of the most effective methods in pedagogical processes aimed at achieving a specific goal, guaranteeing the educational result, the selection of educational and educational technologies, as well as the organization of lesson processes. .

The selection and systematization of educational materials in compliance with the principles and criteria of determining the content of education, taking into account the ergonomic requirements for the educational material base and educational tools of the educational institution provides an opportunity for effective modeling of educational materials¹. As a result, compliance of epistemological, organizational, psychological, didactic, sociological and cybernetic concepts is achieved in the educational process if the general laws, rules and principles of the whole pedagogical process are followed.

Effective use of the main and auxiliary forms of organization of the educational process, taking into account the interconnectedness and commonality of the components of the educational process, requires the development of creative skills and ergonomic culture of teachers to effectively organize and spend free time of students. The professional qualifications of the deputy directors for educational affairs operating in the educational institution, work experience in the relevant functional tasks, compliance with the profession, knowledge of the functional tasks of the position they hold, initiative, creative approach to work should be at the level of modern requirements, as well as their impartiality, transparency, personal and professional In addition to such qualities as competence, practical experience, management skills, responsibility, initiative,

¹ Abdullaev S.Kh. The system and technology of organizing the environment for the development of ergonomic culture of teachers // Modern education. Tashkent, 2021. No. 9. B.28-36.

designing and planning educational work, complying with the requirements of educational environment and labor hygiene in their activities, designing interface network software products depends on the level of their midiergonomic cultures.

Deputy directors of educational institutions should act rationally based on the requirements of midiergonomics in order to improve the effectiveness of education and training, be the real owner of the educational institution, perfectly master all aspects of management, be extremely responsible for their duties, be able to ensure the safety and comfort of the educational process, It is important that they have the qualities of full compliance with the requirements of design and planning, educational environment and labor hygiene in their activities. Also, from the deputy directors of educational affairs, professional competence, midiergonomic culture, initiative, personal qualities, management skills and experience, systematic analysis and decision-making skills, implementation of optimal and effective ways of performing duties, first of all, based on the requirements of state policy required.

Modernization of the educational system, its structural reconstruction, changing and updating the educational programs taking into account the modern achievements of education, science, technology and technology, economy and culture at the world level envisages today.

Wide adoption of advanced technologies, positive changes in the economy, expansion of the scope of foreign investments, development of entrepreneurship, small and private business, as well as integration of continuous education with science and production, introduction of a differentiated approach to education in accordance with the abilities and capabilities of learners, advanced pedagogy of education technologies, the creation of modern teaching-methodical complexes, the organization and management system of pedagogical processes is the basis for improvement in accordance with the requirements of midiergonomics.

This, in turn, is the responsibility of the leaders of the National Center for the Training of Pedagogues in New Methodologies and pedagogic staff to improve the midiergonomics culture of the deputy directors of general secondary educational institutions in terms of improving the midiergonomics culture of education, science, technology and technology at the world level, applying science-based innovations and pedagogical processes based on the requirements of midiergonomics. organization and management, as well as imposes new tasks on issues of positive resolution of existing non-traditional problems in the direction of ensuring the effectiveness of pedagogical processes.

Taking into account modern approaches to the selection and systematization of educational materials, taking into account the principles and criteria of determining the content of education, modeling educational materials in accordance with the requirements of midiergonomics, following the general laws, conventions and principles of the integrated pedagogical process, epistemological, organizational, psychological, didactic in the educational process , achieving harmony of sociological and cybernetic laws, as well as effective use of the main and auxiliary forms of organization of the educational process, taking into account the interrelationship and commonality of the components of the educational process, effective organization and spending of free time of teachers and students, creative psychology, midiergonomics formation and development of knowledge and skills are among the urgent issues.

The teacher of today is fundamentally different from the teacher of the last century. At first, it was enough for the teacher to have a classroom, a blackboard and chalk, desks, that is, a workplace for students. Nowadays, it is impossible to imagine the activity of general education schools without the material and technical base, various district forms of educational tools. This material technical base and educational tools were developed and put into practice on the basis of pedagogical and ergonomic requirements, normative documents².

The question of the suitability of educational tools to serve the development of a student's personality, the formation of certain general and polytechnic knowledge, skills, and abilities is determined by pedagogical and ergonomic requirements. Also, the ergonomic requirements for educational tools take into account the

² Ministry of Public Education of the Republic of Uzbekistan, Ministry of Higher and Secondary Special Education, Ministry of Culture and Sports Affairs. Manual on effective use and storage of furniture, teaching-laboratory equipment, computer equipment, sports equipment and other inventory in educational institutions (manual). Tashkent - 2010..

anthropometric, physiological, psychophysiological and psychological characteristics of a person manifested during the use of these tools.

Among the foreign scientists, K. Bikshe, Ya. Gedrovitss, R. Smith, L. Sidorchuk analyzed the ergonomic culture of the teacher and showed the feasibility of improving the professional activity based on the responsibility of pedagogical activity and the ergonomic environment of the educational process in modern educational conditions of schools. Russian scientists A.A. Belova, E.V. Voroninoy, R.S. Gershunskoy, A.A. Kriulinoy, L.P. Okulova, N.A. Pugal, E.S. Rapatsevich, E.V. Ryabovoy, In the studies of R.S.Safina, S.F.Sergeeva and others, the problems of ergonomics in education were studied³.

On the problems of improving professional pedagogical training of students in the higher education system of our country: S.Kh.Abdullaev, O.S.Abdullaeva, S.R.Volkova, L.V.Golish, R.Kh.Djuraev, B.R.Djuraeva, Z. K. Ismoilova, G. Kh. Ibragimova, P. T. Magzumov, K. J. Mirsaidov, N. A. Muslimov, S. T. Turgunov, A. R. Khodjabaev, E. T. Choryev, R. K. Choriev⁴; in the direction of finding a solution to the problems of the effectiveness of using modern pedagogical technologies in the educational process, scientific research was carried out by: N.N.Azizkhodjaeva, L.V.Golish, B.S.Nuritdinov and others.

Despite this fact, midiergonomics and its role in the activities of deputy directors of educational affairs have not been studied, in our opinion, one of the main reasons for this is the lack of midiergonomics training for deputy directors. Therefore, the need to improve the midiergonomic culture of the deputy directors of educational affairs is an urgent problem, and to find a solution to this problem, it is appropriate to provide ergonomic training to students through the topics of midiergonomics at the national centers for training pedagogues in new methods.

The main leading factors that make up the midiergonomic culture of the vice-directors of educational affairs are the knowledge, skills, thinking and orientation that ensure that they have the qualities of designing and planning educational work, fully complying with the requirements of educational environment and occupational hygiene in their activities. If the vice-principal has formed midiergonomic culture, then he/she can use the objects of educational processes in modern schools (natural objects; models; educational tools and equipment; audio-visual educational tools; printed educational tools; desks, instruments, equipment; computing equipment; electronic school textbooks; interior, student and teacher workplaces; lighting; safe and comfortable heating; school furniture; activity planning; designing lesson schedules and the like) can organize on the basis of ergonomic requirements and put into practice in their work the adherence to these requirements, i.e. :

1. The school creates safe and comfortable workplaces and educational environment for personal development of students.
2. The teacher effectively performs his professional duties in a safe and fun educational environment at his workplace.
3. As a result of the strict adherence to the ergonomic requirements for health care, technological and educational equipment, it ensures that classrooms and school activities are conducted in comfortable and safe conditions.

The material and technical base of each subject office, the use of technical means and equipment of education, the organization of safe and convenient pedagogical and mid-ergonomic requirements for the training and learning processes of teachers and students require professional activity and mid-ergonomic culture from the deputy director of educational affairs.

Professional activity is expressed in normative-legal documents of education, management skills, basics of midiergonomics, office system, introduction of information and communication technologies in the educational process and management, professional competence, knowledge of foreign languages.

³ Okulova L.P. Pedagogical ergonomics: monograph. - M. Izhevsk: Institute of Computer Research, 2011. - 200 p.

⁴ Abdullaev S.Kh. Ergonomic competence of technological education teachers // Monograph. – GlobeEdit is a trademark of Dodo Books Indian Ocean Ltd., member of the OmniScriptum S.R.L Publishing group str. A. Rousseau 15, of. 61, Chisinau-2068, Republic of Moldova Europe Printed at: see last page, 2022, ISBN:978-620-2-48669-9.

The level of professional activity - the level of professional qualification, work experience in relevant functional tasks, suitability for the profession, knowledge of functional tasks in the position held, initiative, level of creative approach to work, objectivity, transparency, levels of personal and professional competence, practical experience, management skills, knowledge of special midiergonomic requirements for educational tools and material technical base, professional culture, responsibility, position in the team and a number of similar qualities are determined.

Professional competence, midiergonomic culture, initiative, personal pedagogical qualities, skills and experience of managing students' learning processes, systematic analysis and decision-making skills, the ability to implement acceptable and effective ways of performing job duties, first of all, based on the requirements of state policy and its presence in pedagogues has a positive effect on the effectiveness of the educational institution.

Midiergonomic culture is a generalized activity that aims to achieve positive results in the activities of the deputy director of educational affairs of an educational institution, to design and plan educational activities in the systematic planning of the purpose of the internal activities of an educational institution aimed at the development of pedagogical processes, to comply with the requirements of educational environment and occupational hygiene in their activities, interface network is necessary in the design and implementation of software products.

In general, objective and subjective factors lead to the improvement of the midiergonomic culture of the deputy directors for educational work in the national centers for training pedagogues in new methods. Objective factors include the state's new educational policy, fundamental and practical research in the field of education, and the experiences of the National Center for Training Teachers in New Methodologies in the field of innovative activity.

Examples of subjective factors include socio-territorial needs, the development process of the educational activities of the National Center for Training Pedagogues in New Methodologies, the students' desire for ergonomic knowledge, skills and qualifications, the development of scientific potential, the growth of the potential of the educational institution, the change in the characteristics of the organization of the educational process and management.

Modern socio-economic reforms that are being implemented now have a direct impact on the education system. Modernization of education implies its democratization, socialization and humanization, strengthening of integrative processes, ensuring and implementation of the safety and convenience of the educational process based on adaptation of teachers and students to workplaces, improving the connection between education and production. These processes, in connection with the objective changes of socio-cultural situations, as one of the main factors affecting the improvement and development of pedagogical processes, determine the need for qualified specialists who have mastered the requirements of midiergonomics and developed midiergonomic culture.

The tasks of the national centers of training pedagogues in new methodologies in organizing and managing pedagogical processes based on the requirements of midiergonomics are to be able to rationally choose various methods of education and modern pedagogical technologies, to ensure the compatibility of methods and technologies with the national mentality based on a creative approach, to continuously improve the midiergonomic skills of pedagogues-employees. systematic approach, organization and management of pilot studies on midiergonomics with students, theoretical and methodological bases of organization and management of pilot studies of midiergonomics, organization and management of the activities of the student group based on ergonomic requirements, tasks of pedagogues in increasing the professional activity of students, pedagogues to new methodologies It is necessary to solve the tasks related to the content of midiergonomic training of students in the national training center, the design of the resources of professors and teachers and employees according to the requirements of midiergonomics, the design and planning of educational work in the educational institution, and the full compliance with the requirements of educational environment and labor hygiene in their activities.

Modern socio-economic reforms, innovations implemented in the direction of improving the educational system demand the development of the scientific theoretical basis of "Improving the midiergonomic culture of the deputy directors for educational work in the process of training." These, in turn, the leaders and teachers of the educational institution, eliminate the existing conflicts in the direction of organization and

management of pedagogical processes based on midiergonomic requirements, determine the factors affecting the effectiveness of pedagogical processes, make decisions in the directions of improving the activities of the participants of this process, the inclination, need and interest of the subjects. requires that they learn.

Nowadays, as one of the main factors affecting the improvement and development of pedagogical processes in educational institutions, the need for qualified specialists who have mastered the requirements of midiergonomics and developed ergonomic culture remains an urgent problem.

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