

## ERGONOMICS OF DISTANCE LEARNING IN THE GENDER ASPECT IN IMPROVING THE COGNITIVE AND PROFESSIONAL COMPETENCIES OF FUTURE TEACHERS

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### Abstract

This article discusses the possibilities of information and communication technologies in the framework of distance learning in the ergonomic and gender aspects. Distance learning through computerization ensures the intensity and effectiveness of modern education, including the acquisition and improvement of cognitive and professional competencies.

**Keywords:** distance learning, innovative technologies, ergonomic, gender approaches.

### Introduction

The modern educational process is continuously connected with the development of the scientific and technical process, the basis of which are the achievements of science, engineering and technology. A special rise in scientific thought and technology falls on the second half of the last century, when scientific information accounted for  $\frac{3}{4}$  of the total amount of scientific knowledge accumulated by mankind throughout history [1, 2].

### Materials and Review

The analysis of literary data shows that the modern educational process in higher education is aimed by its content at the development of a qualified personality.

The main task of higher education in Uzbekistan is the formation of specialists of a wide profile, combining deep fundamental knowledge and practical training and which are based on the preparation of a comprehensively developed personality.

From the point of view of ergonomics, distance learning with computerization is more acceptable as a kind of innovative information technology. Computers, being a product of a scientific and technical program, contribute to learning at the level of information taking into account the individual and natural abilities of the student. The adaptability of computer learning technology to individual abilities, in addition,



allows you to control the learning process, has versatility, accessibility to a wide audience, psychological comfort and unlimited learning [1, 2].

Computerization forms the basis of distance learning. Distance learning is learning at a distance, when all or most of the training sessions are carried out using timely information and telecommunication technologies, in particular, computers [1, 2].

Distance learning with an ergonomic approach takes into account the human factor. Yes, it is relevant and important:

for persons who do not have the opportunity to receive education in the traditional system due to their limited abilities;

for persons with medical restrictions to receive education in a higher school;

for teachers for qualification purposes;

for persons wishing to obtain a second specialty;

for those wishing to study abroad.

Distance learning, being a promising system of education, ensures the right of the individual to receive the desired education.

Using distance learning technologies, all training tasks are performed and even passing the current, intermediate and final control. It is noteworthy that distance learning is developing within the framework of national education and contributes to the acquisition and improvement of such competencies as communicative, interactive, informational, motivational, sociocultural competencies. In addition, distance learning also develops personal qualities: independence in solving tasks, self-awareness, self-understanding, purposefulness, thinking and self-esteem. In this we see an ergonomic approach in distance learning.

Gender aspects [3, 4] of distance learning can be considered in different perceptions of computerization and computer information, which depend on the psychophysiological, neurobiotic differences between boys and girls [3, 4]. Thus, the different location of the visual, auditory, brain analyzers of men and women [4] determine different perceptions regarding computers and electronic information transmitted through them. In boys, these analyzers are located more compactly in the brain, which ensures a quick and logical perception of electronic information. Men love to work with computers, they try to fix the malfunctions themselves, they easily switch from a frozen site to another. Compared to this, in girls, visual and auditory analyzers are located more peripherally and diffusely, which is important in the slower perception, analysis and solution of electronic information. Girls like to work with book sources more than with a computer; slowly switching to other sites; when they hang, they are waiting for the help of the operator. But, having



mastered computer technology, they do not lag behind young men and even in some cases surpass young men [4].

Considering also gender inequality, the authors propose to use various role-playing games in the learning process [1], films and videos on national traditions, about the role functions of men and women in social society [4], various gender information resources that contribute to the development and improvement of the above cognitive -professional competencies with gender culture.

### **Conclusion**

Thus, modern higher education in the republic combines the use of information and communication technologies, in particular, distance learning, which, with an ergonomic approach, has ample opportunities for acquiring and improving cognitive and professional competencies, as well as developing personal qualities. Gender Aspects of Distance Learning Based on Psychophysiological and Neurobiotic Differences of Students and Boys and girls to distance learning and develop a gender culture, which requires more individualized training for students depending on their gender, and which lies in the plan of our further research.

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