

ERGONOMIC APPROACH AND GENDER ASPECTS IN TEACHING ENGLISH

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Abstract

The article discusses the possibilities of an ergonomic approach in teaching English, corresponding to the levels of assimilation. The features of synchronous and asynchronous online learning methods are given. At the same time, it was emphasized that the best training option is a mixed method. The use of computers and an ergonomic approach in a gender aspect leads to the intensity of learning, increases motivation and independence of the learner.

Keywords: ergonomic approach, gender aspects, synchronous, asynchronous learning, media technologies, computerization.

Introduction

The rapid and constant development of computer, telecommunication and media technologies has given rise to new interactive activities, as well as: social networks, computer games, virtual ways of transmitting information. Until recently, the pedagogical process consisted of a set of actions of the teacher-student and was of an educational nature. With the introduction of information technology, from the point of view of an ergonomic approach, the relationship "teacher-student-TCO" began to be refracted through innovative technologies, which, of course, is taken into account in the learning environment and in the educational process [1]. Teachers in this situation, in addition to the educational function, perform organizational, didactic, managerial, supervisory functions through innovative technologies (computer and other technical means). With the help of these technologies, the teacher strives to teach students independence, analysis and having their own opinions, increasing their interactivity and communication both in relation to the teacher and to each other.



Materials and Discussion

The ergonomic approach is aimed at creating the convenience of technology in relation to students with varying degrees of assimilation, especially a foreign language. So a "weak" student can repeatedly refer to the hypertext of the topic, cope with electronic dictionaries, check their knowledge communicatively through a computer with a teacher at any time. The teacher in this process creates conditions for the development of formation, acquisition of knowledge and at the same time leads and educates the personality, which corresponds to the ergonomic approach [1, 5].

In teaching a foreign language - English, special attention is paid to the specifics of the language, as well as for all foreign languages.

Both in traditional and blended learning, there is integration with a special language and professional content. This means that in the classroom attention is paid not only to the language material, but also topics related to the professional activities of the future specialist. To do this, the teacher must be aware of the future profession of the student, own the necessary terminology, be able to resolve and help the teacher solve situational tasks of a professional nature. R. Milrud [5] believes that when preparing English language teachers for special purposes, it is necessary to analyze the target situations, during which the correspondence between the tasks and forms of the educational course is taken into account with the needs of future professionals in a variety of situations and professional activities. In such cases, the ergonomic approach helps to organize, resolve, evaluate situational tasks using the tools of modern innovative technologies. In particular, computers and other network tools (Internet, Instagram, etc.), which help not only develop communication, information culture, interactivity, but also independence and, under the guidance of a teacher, learn educational material. In English, the degree of assimilation is assessed by levels.

There are several degrees of assimilation of the educational process: 1st degree to remember, memorize - correspond to the level of knowledge AI; 2 degree reproductive - AII (reproduction of the material covered, reading, text, writing), i.e. acquisition of knowledge; 3rd degree productive (fruitful) VI - performing tasks under the guidance of a teacher or independently acquiring knowledge and skills; 4 degree - creative BII - the ability to speak, tell, communicate in the language being



studied, i.e. having skills [5, 6]. In this case, the works of E.A. Logina [3] are of interest. Accordingly with the ergonomic approach of the system "teacher-learner-TCO-environment" E.A. Loginova [2] considers topical issues of organizing synchronous and asynchronous communication with students when teaching English using the Moodle online distance learning educational platform. Analyzing and comparing learning outcome data, the author comes to the conclusion that synchronous and asynchronous methods have their advantages and disadvantages. So, the advantage of the synchronous method is direct contact with the teacher through a computer, which increases the intensity of learning. With asynchronous learning, the process of assimilation of educational material is slower, i.e. the student independently works with hypertext at a convenient time for him: he can refer to electronic resources or to a teacher for advice. In this case, the process of assimilation is slower. But interest, motivation increases to self-determination and creativity.

Based on this, E.A. Loginova [3] recommends using both types of training - computer + traditional, i.e. mixed. At the same time, didactic issues are resolved: students replenish their vocabulary, improve receptive functions (reading, listening), productive (writing, speaking) speech skills, dialogic statements, retelling, get acquainted with the culture and traditions of the country of the language being studied.

With this method of teaching, the ergonomic approach provides for the provision of computers in a sufficient number of subjects of education (teacher-student) and the creation of a favorable educational and subject environment, as well as restrictions on factors that adversely affect health: the organization of the workplace, the student and the teacher: there should be no crowding, classrooms should be ventilated, with optimal air temperature, computers should be equipped with protective screens that exclude the harmful effects of studying on vision.

The ergonomics of gender aspects [2, 6] in teaching in general and the English language, first of all, concerns different attitudes towards the perception of informatization, ergonomics, technologization of education, which depends from the psychophysiological, neurobiotic or brain characteristics of men and women. These features, according to masculine and feminine theories, determine the motivational-semantic approach in learning English in men, and the emotional-volitional



approach in women. The attitude to the perception of information in men is ensured by the development of more central vision, the development of hearing on the right, and a more compact arrangement of brain analyzers. This contributes to the fact that men are more fond of scientific, technical and sports information. Relative to ergonomics, men easily perceive and assimilate electronic texts, quickly and completely analyze, perform tasks with meaning. They love to work with computers. Compared with this, the emotional-semantic component in women, due to the development of more peripheral vision, the development of mutual hearing, the location of brain analyzers scattered, provides a slow perception of information, electronic versions of texts, collegial problem solving, the performance of computer functions in relation to search, analysis, saving and transmission of information. Such gender differences cause gender inequalities in the acquisition of cognitive and professional competencies in reading, writing, translation, retelling, communication, interactivity, and motivation when learning English. So, in men, these competencies develop faster and better than in women. But it must be said that the volitional component of women, in the end, also contributes to the development of these competencies in them.

Conclusion

Thus, teaching English in a non-linguistic university should have its own special program integrated with the professional activities of the future specialist, taking into account his gender characteristics. The possibilities of an ergonomic approach and gender aspects of education contribute to the intensity of learning, increase motivation, development of communications, interactivity in mastering the levels of knowledge of the English language, develop self-control, protect health and strengthen it, thereby contributing to the development of the individual.

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