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**DEVELOPMENT OF SOCIO-CULTURAL COMPETENCE OF FUTURE TEACHERS BASED ON  
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**ABOUT ARTICLE**

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**Key words:** Modernization of education, cultural competencies, educational activity, gender approach, competence.

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**Abstract:** this article presents an analysis of existing methodological approaches to the development of cultural competence of future teachers in higher education based on a gender approach and defining the concept of cultural competence. Pedagogical conditions are described, which allow to master the complex of cultural competences in the field of education, taking into account the gender approach. The technologies of formation of cultural competences through educational activities are presented. Based on the competence-based approach, the experience of educational activities of higher educational institutions was analyzed. The theoretical and empirical aspects of the activities of universities on the separation of the system of cultural competences were summarized.

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**INTRODUCTION**

The modern education system is influenced by socio-political, economic, cultural changes, which leads to a state of discreteness and uncertainty in social reality, hinders the cultural formation of a well-developed person, including professionally. Today's social processes determine the need to revise the entire system of higher education, taking into account the modern trends of social integration and the direction of state policy. It is important to consider gender aspects in the education system as a complex process that includes professional and socio-psychological relations of the individual. Sexuality and gender have a direct impact on the worldview, behavior, and education of the future psychologist and

teacher, for which it is of great importance to understand the peculiarities of interaction with monogender and mixed community. In this regard, a system of training psychologists and teachers is necessary, taking into account the gender differences that determine the socialization of the subjects of the educational process. I. A. Berdnikova, the criterion of individual socialization in education does not become the cultural ideal of social activity and freedom. A person representing this ideal has a number of potential resources, which include the desire for continuous intellectual and emotional development, independence in decision-making, and professional self-realization. At the same time, there is a conflict between the declaration of cultural criteria defining the social and professional activity of a person and the method of social activity of the subject, which is manifested primarily in the field of gender identity<sup>1</sup>.

The specific features of modern social reality lead to the equalization of sexual and gender differences, which is reflected in the educational space. The socio-psychological content of the concept of "gender" includes the social norm with which the subject is interrelated in the context of the socio-cultural space<sup>2</sup>. I. V. Brilina, I. A. Berdnikova stated that the system of gender strategies implemented in the complex of cultural criteria leads to incomplete social adjustment of students, which is manifested in the lack of formation of a comprehensive life strategy. The change of gender stereotypes leads to an increase in interpersonal conflicts that must be resolved in the process of formation of professional competences, including in the conditions of complex educational work organized taking into account the gender approach at the university<sup>3</sup>.

Solving gender problems in the higher education system is impossible without changing the model of the education and upbringing process, its necessity is related to the crisis situation in the education system, changing the content of the person's polyidentification processes in the education system. In this regard, the problem of this study is the implementation of the gender approach in the educational work of the higher educational institution.

### **Analysis of methodological approaches.**

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<sup>1</sup> Brylina I. V., Berdnikova I. A. Gender approach in the educational process // *Izvestiya Tomsk Polytechnic University*. - 2008. – No. 6. – pp. 127-131.

<sup>2</sup> Sukhorukova N. A. Implementation of the gender approach in the educational practice of a technical university // *The world of science, culture, education*. – 2012. – No. 2. – pp. 155-158

<sup>3</sup> Brylina I. V., Berdnikova I. A. Gender approach in the educational process // *Izvestiya Tomsk Polytechnic University*. - 2008. – No. 6. – pp. 127-131.

The main methodological approaches are the rules for studying gender as a socio-cultural characteristic of a person, the comprehensive development of professional and personal characteristics of a humanist, and the formation of cultural competences in the subjects of the educational process.

### **Theoretical review (analysis)**

The gender approach in education is defined as an educational model that takes into account the interests and problems of gender in the social development of society and the educational system, and seeks ways to solve them. The gender approach in the educational work of the university is carried out by all subjects and structures of the educational institution within the framework of personal and professional development of students, taking into account gender identity, values, norms of gender behavior, beliefs, skills and knowledge. is considered as the implementation of a purposeful process that contributes to the formation of skills.

The purpose of the gender approach in education is to deconstruct the traditional cultural limitations of the development of the individual's potential depending on gender, to create conditions for maximum understanding and disclosure of the abilities of the subjects of the educational process. Since gender is considered as a socio-cultural category, it includes the formation of a gender competent person who has knowledge about gender culture, gender system, gender identity.

Currently, the gender approach is used fragmentarily in the educational work of higher education institutions, which leads to gender asymmetry in the educational space, which prevents the socialization of the individual in the profession and self-realization. . Education, as one of the main social institutions, has great potential to change the system of norms and values in a gender direction. Integrating the gender approach into the education system allows for the achievement of gender equality, which includes creating conditions for the development of a gender-competent individual in the interdependence of intellectual, value and behavioral aspects. In this case, equality is considered as an equal relationship in the process of interactive interaction of the sexes in the social space. Also, gender equality refers to the possibility of being the same or different from one's own or the other gender and being equal to others.

Currently, there is a need to create such pedagogical conditions that allow the subject of education to acquire not only professional, but also cultural competences and increase his competitiveness in the labor market. Gender asymmetry of the educational process negatively affects the formation of cultural competences. One of the options to solve this problem may be to move to a systematic approach in

education, taking into account gender aspects. To solve this problem, it is necessary to develop a model in which the student acquires a number of professional skills, cultural and organizational competences<sup>4</sup>.

Agreeing with the classical concept of education, it should be noted that education includes not only educational activities, but also the educational process. However, the analysis of the current state of the educational process at the university showed that the theory and practice of education is experiencing a crisis. According to E. I. Dudkina, the previously formed ideological education system in the higher school, which has fundamentally changed in the post-restructuring period, cannot fulfill the goals and tasks set for it in educating modern youth<sup>5</sup>.

Nevertheless, the analysis of existing systems makes it possible to distinguish the educational system as optimal for the formation of cultural competences. A gender approach can be implemented through the source of an educational system focused on the formation of specific cultural competences. The issue of technologies for the formation of cultural competences through educational activities based on the gender approach comes to the attention of modern researchers.

Currently, professional standards that are the basis for planning the pedagogical process and building educational activities have been developed and approved. In order to effectively plan educational work taking into account the gender approach, it is necessary to clearly understand the tasks related to determining the content of cultural competences. Analysis of the existing rules taking into account cultural competences allows to distinguish the following approaches to their understanding. In particular, it understands a set of interrelated qualities established in relation to a certain range of objects and processes, which are necessary to act effectively and efficiently in relation to them .

Depending on the specific characteristics of the university, one or another cultural competence is distinguished. G. M. Parnikova describes three types of general powers:

1) instrumental competencies: includes cognitive processes and mental operations; methodological skills, the ability to understand the patterns of the external world and manage the environment, learn, make decisions and create strategies for solving complex problems; computer skills and information management skills; language skills;

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<sup>4</sup> Brylina I. V., Berdnikova I. A. Gender approach in the educational process // *Izvestiya Tomsk Polytechnic University*. - 2008. – No. 6. – pp. 127-131.

<sup>5</sup> Dudkina E. I. Actual problems of professional education at the university // *Psychopedagogy in law enforcement agencies*. – 2010. – No. 1 (40). – pp. 40-43.

2) communicative competences represented by competences related to interpersonal interaction, the ability to adequately express emotions, critical understanding and reflection; social skills related to cooperation, the ability to work in a team; the ability to communicate with experts in other fields; the ability to perceive intercultural differences;

3) system competencies: the ability to plan changes to improve the system and build new systems, in particular, the ability to apply knowledge in practice; research skills; continuous learning ability; adaptability; the ability to promote new ideas; initiative and entrepreneurial ability; ambition<sup>6</sup>.

Studying different approaches allows a psychology graduate to approach the problem of distinguishing the basic cultural competencies necessary for successful professional and personal implementation. Since the faculty implements educational programs in various specializations and areas of study, the list of basic cultural competences should meet the requirements for a future humanitarian specialist, regardless of the specialization and training profile. The main thing is, first of all, the personal qualities of students, such as politeness, mobility, active life position, ability to achieve results, presentation skills, ability to use time and knowledge to the maximum. The skills acquired by the contemporary include education, experience, and competence. The main requirements of employers for future humanitarian specialists are that the graduate should have high personal qualities and successfully implement the acquired skills, knowledge and experience.

Thus, based on the analysis of approaches to cultural competences in the educational system, we compiled a list of cultural competences, taking into account the implementation of the gender approach in the educational work of the university.

1. The ability to establish interpersonal relationships (the ability to establish reliable interpersonal communication with female and male representatives based on active feedback between the participants of the conversation).
2. The ability to work in a team (establishing relationships with other members of a monogender and mixed team, listening and taking into account the opinions of team members, organizing joint activities, sharing and mutual support ability).
3. The ability to reflect and critically perceive information (evaluate their behavior and the behavior of both sexes around them; high criticality of the perception of objective information).

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<sup>6</sup> Parnikova G. M. Theoretical approaches to the formation of madaniy competencies of future specialists in the conditions of transition to a level higher professional education // Bulletin of the North-Eastern Federal University named after M. K. Ammosov. - 2008. – Volume 5, No. 2. – pp. 55-60.

4. The ability to empathize (the ability to put oneself in the place of another person, a woman and a man, the ability to perceive the inner world of another while preserving emotional and semantic shades).
5. Leadership skills (ability to set a personal example, always take matters into one's own hands, interest and mobilize people of both sexes).
6. The ability to set goals, plan and achieve results (the ability to set short- and long-term strategic goals, achieve goals, and evaluate the effectiveness of methods for achieving goals).
7. Mobility and the ability to adapt to new situations, taking into account gender aspects of the person (adaptability, critical analysis of the changes taking place).

The development of a gender-competent person should be carried out in three main aspects: cognitive (physiological, psychophysiological, social knowledge about human ontogenesis); technological (owning technologies of gender behavior in the process of professional activity); personal (actions that conform to the generally accepted norms and stereotypes of the gender role and the behavior of internal attention to the implementation of professional actions).

Technologies for the formation of cultural competences through educational activities taking into account the gender approach include: encouraging students to accept the norms of gender culture, activating them to develop values in accordance with the gender norms of modern society, changing the gender-role behavior of students understanding, mastering the skills of interaction with people around, taking into account gender identification, the process of personal and professional formation, evaluating the results of the process of forming gender culture taking into account the professional activity of students<sup>7</sup>.

## CONCLUSIONS

Thus, the specific features of modern social reality lead to the equalization of sexual and gender differences, which is reflected in the educational space. The system of gender strategies implemented in the set of universal criteria determines the incomplete social adaptation of students, which is expressed in the lack of formation of a comprehensive life strategy. Gender education at the university includes the integration of the gender approach to the educational space of the university to ensure the gender identity of students, to form the personal inclination of the subject not limited by the gender framework, which includes the ideas of the humanistic concept in education. makes it possible. In the

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<sup>7</sup> Fedoseeva I. A. Development of the system of social education of students of pedagogical university on the basis of gender approach: dis. ... doctor of pedagogical sciences. - M., 2013. – 439 p

framework of education, it is necessary to create a motivational system for the formation of norms of gender culture, understanding of gender role behavior, mastering interactions with the environment taking into account gender identity.

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