



THEORETICAL BASICS OF IMPLEMENTING THE EDUCATIONAL PROCESS BASED ON THE GENDER APPROACH

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ABOUT ARTICLE

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Abstract: In this article, the methods of implementing the gender approach are different and include changing the organization of the educational process, including the choice of methods, tools, forms of educational organization, changing the content of education, o Recommendations are given on creating curricula, programs, writing educational literature, and creating tasks taking into account the gender and individual psychophysiological characteristics of the students of the graduating class.

INTRODUCTION

In modern society and at the level of state requirements, educational programs that cannot be implemented without taking into account the specific characteristics of gender, individual age, psychological and physiological characteristics according to the structure of the individual educational trajectory, which provide individualization of education there is a growing need for diversity in types and types of educational institutions.

These changes show not only that special attention is paid to the level of achievement of each student, but also to the formation of his personal characteristics, in particular, gender characteristics. In pedagogy, it is customary to consider the "gender" structure as a concept of social gender that synthesizes both cultural and biological in a person. At the same time, attention should be paid to the wide range of manifestations of gender differences, specific to boys and girls, men and women, related to their gender and age, etiquette and socio-cultural affiliation. points. Researchers emphasize the

unique role of implementing a gender approach in education, which helps to reveal the child's unique methods, inner world, and search for ways of "individual spiritual and moral development."

Proponents of biological determinism relate this concept to styles of functional interhemispheric asymmetry, representing "the unequal, qualitative difference in the contribution of the left and right hemispheres of the brain to each mental function." Relying on the principle of tolerance of education, striving to individualize training and develop personal potential, researchers consider it necessary to use a gender approach to create a range of development conditions for training representatives of both genders. Many theoretical developments on the problems of implementation of the gender approach, interest in the topic under discussion led to the implementation of many interpretations.

The essence of the gender approach is the value-semantic gender development of the person, the pedagogical support of the individuality of the person, the design of person-oriented gender education strategies, "to create a person of culture who is able to realize himself to the maximum and reveal his characteristics. is education.

The goal of the gender approach is to review the traditional cultural limitations of the development of the individual's potential based on the individual's belonging to a certain gender, to create conditions for children's maximum self-awareness, to develop new educational models that differ from the traditional ones. requires output and testing. The educational process, the quality of the obtained results, as well as the development of the definition of the concept of "gender" in pedagogy, can be achieved by realizing the need to avoid excessive reference to the gender person in the organization of education for students of the graduate class, who are most prone to the construction of gender schemes. Also, the study of the gender role is primarily aimed at improving the female / male individuality, and the gender approach implies a reality similar to nature and socially determined, because it reflects the socio-psychological condition of a person.

There are different opinions about the criteria for the effectiveness of the implementation of the gender approach, including taking into account the gender advantages of teaching representatives of both sexes, ignoring gender stereotypes by teachers, relying on non-sexual strategies, gender equality in schools using strategies aimed at achieving, creating favorable conditions for gender in schools with separate and parallel co-education. Criteria for gender analysis of education and school as a basis based on the principles of environment, gender equality: the principle of availability; principle of equal treatment; the principle of equality of results. Noting the indivisibility of the biological and social components of the concept of gender, E. N. Kamenskaya considers the gender approach to be a methodological direction in pedagogical activity, which, relying on a system of interrelated concepts, ideas and methods of action, develops the child's self. allows to provide and support the processes of knowing, self-creation and self-realization. In L. V. Shtyleva's work on specific education, the gender approach is "one of the methodological principles of the body of creating an effective educational environment, which approaches the understanding of the individuality and self-awareness of each student, both female and male." expressed his opinion.

Considering the educational system as a powerful tool for increasing gender and social relations, O. A. Konstantinova, M. K. Ulanova, "in the gender approach, it is necessary to organize an educational process that gives students the opportunity to express themselves with their unique individual characteristics and mastering social experience, ensuring the socialization of education - it is necessary to analyze social differences and social identity based on gender .

O. V. Vashetina was the first to implement gender equality programs, taking into account the "methods of studying the psychophysiological and socio-cultural characteristics of men and women", taking into

account the interests and methods of relations between representatives of different genders. emphasizes an authentic gender orientation and gender approach to teaching .

Thus, the gender approach can be considered as a component of education, which takes into account the gender and individual psychophysiological characteristics of the student, the need to create a gender-friendly environment, equal opportunities to maximize the dividend potential of each student is given, equal treatment of both genders, equal abilities of girls are recognized. It is necessary to define the mission of the gender approach in freeing the scientific-research institute from gender stereotypes, expand the educational space to show the individuality of each student's self-realized person, and educate children in the spirit of equal partnership.

It is also appropriate to emphasize a number of requirements for the implementation of the gender approach:

1. consideration of social factors in teaching;
2. individualization of education taking into account the physical and psychological, especially the state of the student's personality;
3. differentiation of education from the point of view of gender approach;
4. to give students the opportunity to study academic subjects at an individual pace;
5. creation of all types of didactic tools with recommendations, general information on gender indicators for use in different groups of students;
6. Preferential teaching in small classes, abandoning the rigid class system.

The analysis of the latest psychological and pedagogical research allows to determine the methods of implementation of the gender approach: the organization of the educational process, including the selection of methods and means and forms of the organization of education; changing the content of education, including the creation of curricula, programs, writing educational literature, psychophysiological features of creating assignments taking into account gender types; creation of separate and parallel education schools.

The importance of choosing an educational method is important, but not enough, to take into account the gender characteristics of children, to choose organizational forms and methods of education and upbringing. Considering the gender approach as a modern educational principle that implies "standardization of gender interaction on the basis of equality", E. N. Kamenskaya cites the technological components of the gender approach, dialogic, game methods, methods of creating a choice situation, pedagogical support. As for the meaningful component of classes, the researchers believe that "gender speech in the classroom is possible without changing the content and thematics of work programs", which penetrates into all spheres of society's life, is devoted to the topics of personal life, sports, art, history of scientific discoveries, country studies. is related to the specific characteristics of the processed gender. However, according to A. V. Smirnova, it cannot be ignored, the rooting of gender stereotypes in textbooks, especially for graduate classes, based on traditional ideas about masculinity and femininity, as well as their inequality, help to translate gender stereotypes the visual component is very important.

Supporters of individual gender education emphasize the importance of psychophysiological factors in the implementation of the educational process based on research data in various fields of scientific knowledge (neuropsychology, psychology, medicine, pedagogy). They claim that there are differences in intellectual development rates of representatives of different genders, and the main reason for this is the biological factor, that is, the functional specialization of the cerebral hemispheres. From the point of view of I.S. Kona, "combined and equal education about education is more functional not individually,

but socially", because the separation of education by gender does not have a serious scientific basis, gender the role of pedagogy is to eliminate gender stereotypes.

The interest of boys and girls in learning subjects, increasing the importance of the teacher's attitude, insufficient preparation of teachers, the lack of an environment for creativity, and the violation of the tendency to combine the roles of men and women in modern democratic society. 'liq. Emphasizing the special importance of promoting the Ggender component in emergency pedagogical education, it also shows the superiority of the gender approach in local pedagogy, which is carried out through one-time teaching of children.

The implementation of the educational process based on the gender approach, first of all, makes high demands on the teacher and educational psychologists, who abandons this process from the indifference of school education, from its meaninglessness. The application of the gender approach requires, first of all, the formation of the teacher's gender competence, which consists of knowledge, consciousness, a combination of important gender characteristics of a person manifested in communication and activity, and covers a number of key areas. includes: "gender participation in pedagogical activity, gender competence in pedagogical communication and personal-individual gender competence" .

When planning (the content, methods and forms of organization) and working with children (pedagogical communication), the teacher should take into account the psychophysiological potential of each gender, which is based on the cognitive development that depends on the characteristics of the maturation of the right and left hemispheres. ; maintaining the lesson, teaching forms and methods, specially selected didactic material, helping to form the gender identity of the student, taking into account the gender identity of the child, changing the tasks of the used textbooks and making them more suitable for the hemispheres of the brain adapting schoolchildren with different types of functional asymmetry to teaching methods, revealing, making the correct choice of the used strategy in the teaching process: gender neutral ('reflects the secret'), anti-gender (the teacher defends a non-traditional way of behavior for prepositors of different genders, supporting students whose opinion does not correspond to existing prepositions about gender).

Researchers propose various rules as a basis for the implementation of the gender approach, in particular, general principles (the principle of conformity to nature, the principle of conformity to culture, the principle of individual-personal approach, the principle of value-semantic orientation, the principle of self-actualization, the principle of choice, the principle of creativity and success, the principle of trust and support) and the principles that reflect the specific characteristics of the gender approach (the principle of equality, the principle of gender identity formation, the principle of gender balance), the implementation of the gender approach in the education of schoolchildren Possible mechanisms:

Despite extensive research on the theoretical foundations of the practical application of the gender approach, today there is no single universally recognized model of its implementation, which leaves room for further scientific research within the framework of these problems. At the same time, the significant potential of taking into account the psychological factor in the educational process is generally recognized, which indicates the need to actively implement the gender approach at all levels of education: from school to higher education, self- It is necessary to help in self-development, to improve the student's individuality, to fully reveal and develop his potential, to form a humanistic direction of the individual.

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