

CRITERIA FOR IDENTIFYING GENDER CHARACTERISTICS IN THE EDUCATIONAL PROCESS

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Abstract

This scientific article comprehensively analyzes the theoretical and methodological foundations of identifying gender characteristics in the educational process, their pedagogical significance, and possibilities for practical application. In the modern education system, a learner-centered approach is considered a priority, in which the individual characteristics of students, including gender differences, occupy an important place. During the research, the essence of the concept of gender, its social and psychological aspects, and its influence on the educational process were studied. The article substantiates psychological, cognitive, social, behavioral, and motivational factors as criteria for identifying gender characteristics. In addition, the negative impact of gender stereotypes on students' development is revealed. Based on the research findings, practical recommendations were developed for implementing a gender-sensitive pedagogical approach. The results demonstrate that an educational process organized on the basis of a gender approach increases students' activity, strengthens their self-confidence, and improves their social adaptation. This article has significant scientific and practical importance for teachers, researchers, and specialists in the field of education.

Keywords: Gender, education, pedagogy, gender equality, personality development, differentiated approach.

Introduction

Today, the reforms being implemented in the education system require the comprehensive development of individuals. In this process, taking into account students' individual characteristics, especially identifying gender differences and applying approaches appropriate to them, is of great importance. A gender approach in pedagogical activity serves to create equal opportunities, eliminate stereotypes, and enable students to realize their personal potential. Therefore, identifying gender characteristics in the educational process is considered an urgent scientific and practical issue.

Particularly at the primary education stage, shaping students' personalities and fostering social activity, moral and ethical values, equality, and mutual respect are highly important. From this perspective, improving the technology of organizing educational activities of primary school students on the basis of a gender approach is one of the pressing scientific and pedagogical problems.

Literature Review:

Scientific studies indicate that gender issues are among the widely studied areas in pedagogy and psychology. Gender identification is formed during the process of socialization, in which family, school, and society play a significant role. Many researchers emphasize that gender stereotypes negatively affect students' development. In particular, traditional views may limit students' abilities.

Among Uzbek scholars, the possibilities of teaching based on gender equality and differences were studied by G.M. Qurbonova; issues of ensuring gender equality in the education system were researched

by N. Egamberdieva, B. Xonturayev, and Sh. Abdiraimova; issues of ensuring gender equality in the education system based on Eastern mentality were explored by O.M. Musurmanova; pedagogical opportunities for introducing adolescents to different cultures through a gender approach were analyzed by X.M. Tojiboyeva; the importance of developing gender competence alongside professional knowledge and skills in higher education students was highlighted by S.Ch. Khaydarova; and the role of the older generation in ensuring gender equality within families through education was studied by A.T. Turg'unova.

Methodology:

The research was conducted using the following methods:

- observation;
- questionnaire survey;
- interview;
- pedagogical experiment.

The study was carried out in two stages:

Diagnostic stage – identifying gender characteristics;

Experimental stage – applying the gender approach.

The research subjects were students of general secondary schools.

Diagnostic Stage – Identifying Gender Characteristics: The diagnostic stage is an important component of the research, during which students' gender-related psychological, cognitive, social, and behavioral characteristics are identified. The main purpose of this stage is to scientifically assess gender differences in students' individual development and determine subsequent pedagogical intervention measures.

Identifying Gender Stereotypes: This area examines students' attitudes toward socially established gender perceptions.

Sample Questions:

“Which professions do you think are more suitable for men?”

“Can girls become leaders?”

“Should boys hide their emotions?”

Assessment:

high level of stereotypical thinking;

medium level;

low level.

Procedure for Conducting the Diagnostic Stage

Developing the research plan;

Selecting diagnostic tools;

Collecting data;

Processing the results;
Analyzing and drawing conclusions.

Criteria for Evaluating Results

Level	Description
High	Gender characteristics are clearly expressed
Medium	Certain differences are present
Low	Gender differences are hardly noticeable

Significance of Diagnostic Stage Results: The results of the diagnostic stage: help determine an individual approach; provide opportunities for selecting pedagogical strategies; serve as a basis for organizing gender-sensitive education.

Experimental Stage – Applying the Gender Approach: The experimental stage represents the practical part of the study, during which special pedagogical interventions are developed and implemented based on the gender characteristics identified during the diagnostic stage. The main purpose of this stage is to determine the effectiveness of the educational process organized on the basis of a gender approach.

Objectives of the Experimental Stage:

selecting pedagogical methods considering gender characteristics;
introducing a gender-sensitive approach into the educational process;
monitoring students' developmental dynamics;
analyzing and evaluating experimental results.

Experimental Design:

Students were divided into two groups:
Experimental group – taught using a gender approach;
Control group – taught using traditional methods.
Initial (diagnostic) and final results were compared in both groups.

Pedagogical Technologies Applied Through the Gender Approach Differentiated Approach

Tasks appropriate to students' individual (including gender) characteristics were assigned, for example: tasks of varying levels of complexity;
activities corresponding to students' interests.

Interactive Methods

-group discussions;
-role-playing games;
-case studies.

These methods contributed to increasing students' social activity.

Cooperative Learning

Working in small groups helped create an atmosphere of mutual respect and equality.

Reflection Methods

At the end of lessons, students analyzed their own activities:

“What did I learn today?”

“What was difficult for me?”

Stages of the Experimental Process

Initial assessment (determining diagnostic results);

Pedagogical intervention stage (applying the gender approach);

Intermediate monitoring (observing and adjusting the process);

Final assessment (comparing results).

Results and Their Analysis:

At the end of the experiment, the following changes were observed:

students' activity significantly increased;

mutual respect and cooperation developed;

gender stereotypes decreased;

students' self-confidence strengthened.

Results Table

Indicator	Before Experiment	After Experiment
Activity	62%	85%
Cooperation	58%	82%
Motivation	64%	88%
Self-confidence	60%	86%

Efficiency Indicators

According to the experimental results:

overall effectiveness increased by 20–30%;

social adaptation improved;

indicators of students' individual development increased.

Scientific Significance of the Experimental Stage

This stage:

proves the practical effectiveness of the gender approach;

enables the implementation of pedagogical innovations;

contributes to improving the quality of education.

Research Results

The research findings showed that:
students' activity increased by 20–25%;
the level of social cooperation improved;
stereotypical thinking decreased;
self-confidence increased.

Criteria for Identifying Gender Characteristics

Psychological Criteria

Students' emotional state, motivation, and self-assessment levels are studied.
These criteria reflect the inner world of the individual.

Cognitive Criteria

These are identified through cognitive processes, thinking styles, and problem-solving abilities.

Social Criteria: Students' positions within the group, acceptance of social roles, and communication levels are analyzed.

Behavioral Criteria: Activity, discipline, initiative, and independence are evaluated.

Motivational Criteria: Life goals, interests, and the desire for self-development are examined.

Discussion:

The results indicate that the educational process organized on the basis of a gender approach is more effective. In particular, the differentiated approach helps meet students' individual needs. Reducing gender stereotypes is one of the key objectives of the pedagogical process. This contributes to students' free thinking and enables them to fully realize their potential.

Conclusion:

In conclusion, identifying and considering gender characteristics in the educational process is an important factor in improving the quality of education. Through a gender approach, students' individual development is ensured, and principles of equality are formed within society. The results of the experimental stage demonstrated that the educational process organized on the basis of a gender approach is highly effective. This approach ensures students' comprehensive development by taking into account their individual characteristics and optimizing the educational process. The diagnostic stage occupies an important place in the scientifically grounded organization of the educational process. It enables in-depth study of students' gender characteristics, accurate assessment, and the development of effective pedagogical approaches.

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