

Current Problems Of Gender Approach In The Educational Process

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Abstract: *This article analyzes the current problems of the gender approach in the educational process. It is emphasized that the issue of gender equality in the modern education system should be studied not only from a legal, but also from a pedagogical and psychological perspective. It also analyzes the effectiveness of the gender approach in the educational process, its social and cultural aspects, and its impact on the personal development of students. The article presents scientific and analytical views on the methods of implementing the gender approach in the educational process, existing problems and their solutions based on foreign and national experience.*

Keywords: Gender equality, pedagogical process, social equality, personal development, gender stereotypes, educational strategies, inclusive education, gender policy.

1. Introduction.

One of the important criteria for the development of a modern society is the inclusiveness and gender equality of the educational process. Uzbekistan is currently implementing comprehensive reforms to ensure gender equality, further reform the education system, and create opportunities for every citizen to receive quality education. Within the framework of the “Uzbekistan 2030”[2] strategy, investing in human capital, further developing education, and introducing the principles of gender equality into the education system are identified as one of the priority tasks.

The relevance of the gender approach is that it is not limited to expanding the rights of women and girls in the educational process, but also contributes to the full manifestation of the abilities of all people in society. By ensuring gender equality in this process, opportunities for learning expand, and it serves to form new educational models aimed at the professional and personal development of young people.

Also, the prospects for education based on a gender approach in Uzbekistan are inextricably linked with the country's sustainable development strategy. The human factor, knowledge and enlightenment are considered the main foundations of the idea of “New Uzbekistan – Third Renaissance”[3].

Therefore, the importance of the gender approach in the educational process is that it serves to fully develop the creative and intellectual potential of students. All children, regardless of their gender, should have equal opportunities to demonstrate their potential. To this end, tasks such as eliminating gender stereotypes in the school and higher education systems, widely introducing the principles of inclusive education, and increasing the gender literacy of teachers remain relevant.

2. Theoretical basis:

The scientific and theoretical foundations of the gender approach in the educational process are being widely studied within the framework of modern pedagogy and sociology. Gender mainstreaming is not only a matter of ensuring legal equality between women and men, but also a scientific approach aimed at ensuring the social, psychological and cultural development of the individual in the education system. Studies conducted worldwide show that in countries where gender equality is ensured, the quality of education and social development are significantly higher. The importance of gender mainstreaming in education: In the 21st century, gender mainstreaming is becoming an important component of the educational process. One of the UN Sustainable Development Goals is to ensure gender equality in education, which implies not only creating equal opportunities for boys and girls, but also adapting the educational process to individual abilities and needs.

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increasing the number of women in higher education;

implementing special state programs to reduce gender gaps;

developing pedagogical approaches to eliminate gender stereotypes in education.

This strategy is one of the important documents for the widespread introduction of the principles of gender equality in the national education system.

In the process of analyzing the work of foreign researchers on the topic, psychologist Albert Bandura's social cognitive theory emphasizes the influence of society on the process of human learning and development. According to him, the implementation of a gender approach to the educational process has a positive effect on the personal development of students.

Bandura says the following about gender stereotypes and their role in education: “*Gender stereotypes in society affect a person’s motivation to study and future professional choices*”[4]. This idea is one of the theoretical foundations of modern gender pedagogy and further strengthens the importance of a gender approach in the education system.

The analyzed literature and sources show that the gender approach is an integral part of the modern educational process, and its effective application has a positive impact on the quality of education and the individual development of students. Reports of international organizations, pedagogical research and psychological theories prove the importance of the gender approach in the education system. The reforms carried out by Uzbekistan on gender equality are in line with international experience and create the basis for the widespread use of the gender approach in the education system.

3. Discussion and results.

The gender approach and the real state of the education system: The gender approach is gaining importance in the modern education system. Countries with advanced education systems are adopting this approach not only as a means of ensuring equality, but also as a strategic method for increasing the effectiveness of education. However, real statistical data show that gender gaps in education still exist around the world and systemic reforms are needed to eliminate them.

Global statistics on gender gaps. According to UNESCO (2022), although primary and secondary education coverage is almost equal worldwide, gender gaps remain significant in higher education and STEM (science, technology, engineering and mathematics) fields.

Although about 90% of girls worldwide are enrolled in primary education, only 58% of girls enroll in higher education.

The share of girls in STEM fields is 35% globally, meaning that these fields are dominated by men.

While the rate of female participation in higher education is around 60% in European countries, in some African and Asian countries this figure is only 30%[8].

Thus, the implementation of a gender approach to the educational process once again confirms the need to organize the educational process taking into account the abilities of students.

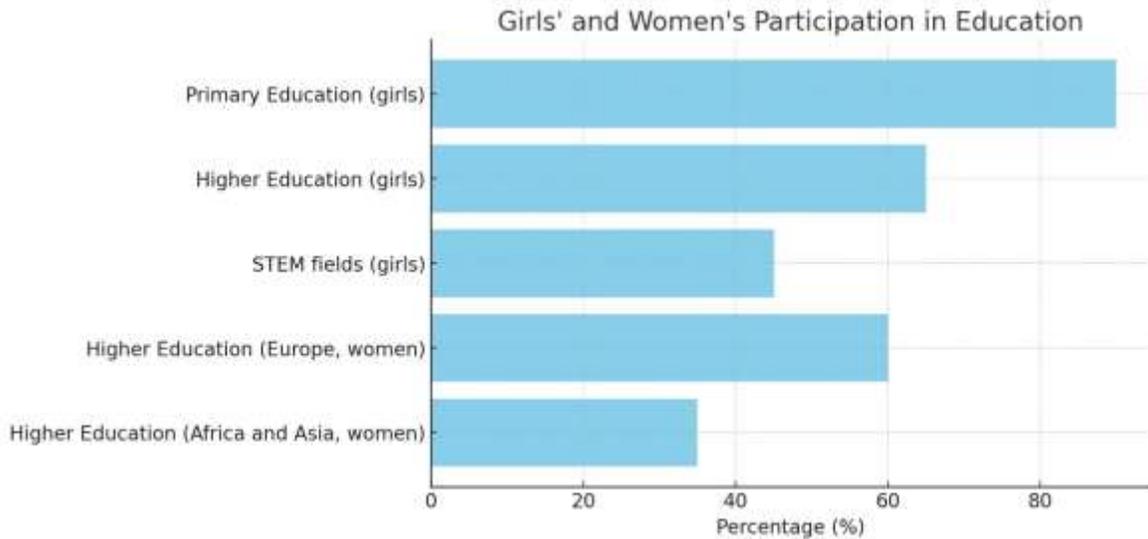


Figure 1. UNESCO Gender Gap: Girls' Participation in Educational Levels, 2022 Analysis.

Gender perspective and education statistics in Uzbekistan. Both boys and girls are provided with equal access to education in Uzbekistan. However, a child born in Uzbekistan achieves only 62 percent of his or her potential productivity due to shortcomings in education and health care. This gap is not related to the imbalance between girls and boys, but to the overall quality of education. Article 41 of the Constitution of Uzbekistan and the Law "On Education" adopted in 2020 guarantee universal access to education for all school-age children, with primary and secondary education being free and compulsory. The expected number of years of schooling is currently 11 years, and after adjusting for the quality of education, this figure corresponds to only 9.1 years for girls and 9.2 years for boys[1].

Uzbekistan is also implementing a number of reforms to ensure gender equality in the education system. According to the 2023 reports of the State Statistics Committee and the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan: The share of women studying in higher education institutions in Uzbekistan is 48%, although the gender ratio of students in schools is equal, the share of women studying in technical and engineering fields does not exceed 26%, and 72% of students studying in the pedagogical field are women, which means that traditional gender stereotypes are preserved. These indicators indicate that additional programs are needed to further implement a gender approach and attract women to technological and scientific fields.

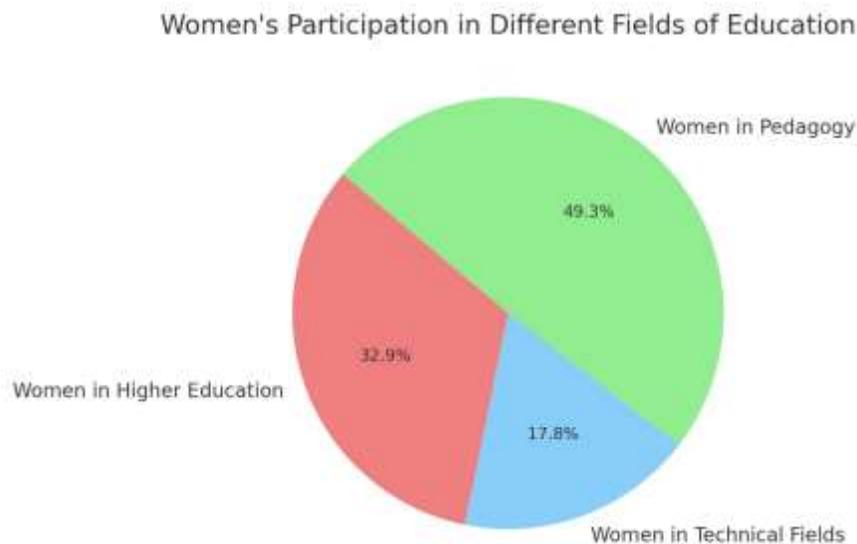


Figure 2. Gender equality statistics in the education system of Uzbekistan (2023).

Also, the statistical indicators of the share of women in the work process by sector are as follows:

- in medicine - 77 percent;
- in education - 74 percent;

in the economy and industry - 46 percent;

in management - 33 percent;

it was recognized that the share in party ranks has reached 47 percent[6].

Women's Participation in Different Professional Fields

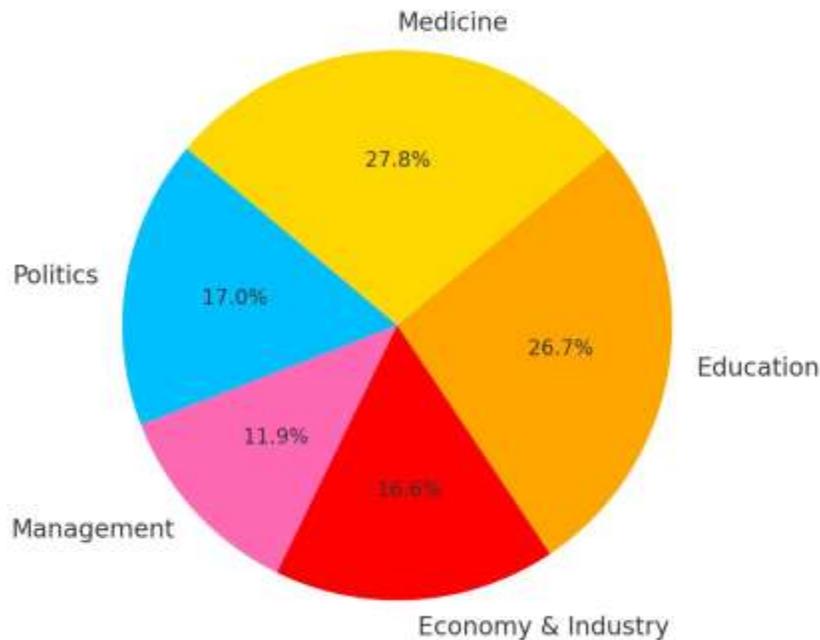


Figure 3. Women's share of the workforce (2023).

Benefits and outcomes of a gender approach to education.

Research shows that gender equality has a direct impact on improving the quality of the education system. For example, according to OECD (2022), countries that ensure gender equality have higher educational outcomes.

In countries with high gender equality, students' academic performance is 10-15% better.

In schools where gender equality is promoted, girls' confidence increases and their social activity increases by 20%[8].

The education system of Uzbekistan should follow this principle. As part of the Strategy for the Development of the Republic of Uzbekistan until 2030, special programs are being developed to attract girls to science and technology.

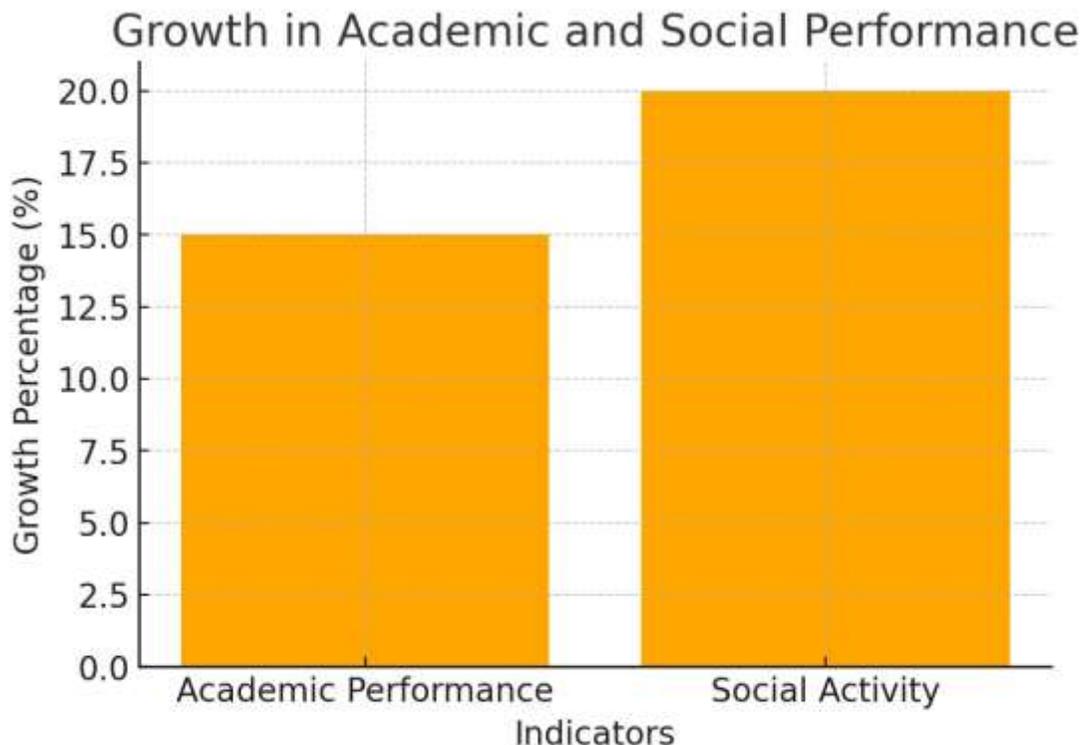


Figure 4. The impact of gender equality on educational outcomes.

Existing problems and ways to overcome them.

The main problems in improving the education system based on a gender approach are:

gender stereotypes - to date, girls are usually directed to traditional professions;

insufficient training of teachers in gender pedagogy - most teachers are not aware of special gender-specific curricula;

insufficient involvement of women in STEM fields - girls have little interest in scientific and technological education.

To solve these problems, measures such as:

introducing special courses on gender pedagogy for teachers;

developing programs to involve girls in scientific and technological fields;

creating and introducing gender-neutral educational materials are of great importance.

The statistical data discussed show that a gender approach serves to increase the effectiveness of the educational process and fully reveal the abilities of students. The reforms being implemented in Uzbekistan to ensure gender equality in the education system are in line with international standards, but much more needs to be done to eliminate gender stereotypes and attract women to scientific and technological fields. Ensuring gender equality is not only a principle of justice, but also an important factor for Uzbekistan's sustainable development and inclusion in the ranks of advanced countries in science. Therefore, the gender approach should be more deeply integrated into the educational process.

Conclusion

An analysis of the current problems of the gender approach in the educational process shows that this approach is not only a means of ensuring social equality, but also a strategic way to increase the effectiveness of education. World experience confirms this: education systems that ensure gender equality have a positive impact on the economic and intellectual development of society. According to UNESCO and OECD, as a result of reducing gender gaps, the quality of education in countries increases and the professional choices of young people expand.

Although significant reforms are being implemented in the Uzbek education system regarding the gender approach, there are still some problems. In particular, the participation of girls in the fields of technology and science remains low, and gender stereotypes affect the process of choosing a profession. Within the framework of the Development Strategy of the Republic of Uzbekistan until 2030, special programs on gender equality have been developed, and measures are being taken to attract girls to the fields of science and technology.

This study examined the importance of the gender approach in the educational process, its theoretical and statistical foundations, and current problems based on international and national experience. The results obtained show that:

gender equality has a positive impact on the quality of education and the personal development of students;

special methodologies on gender pedagogy should be widely introduced to teachers;

comprehensive measures should be developed to attract girls to the fields of STEM (science, technology, engineering, mathematics);

To eliminate gender stereotypes, the education system in the family and society must also change.

Thus, the gender approach in the educational process is not only a pedagogical innovation, but also a relevant strategy that creates new opportunities for the future generation. By deeply implementing this approach within the framework of the “Uzbekistan 2030” strategy, it is possible to form a modern, inclusive and fair education system in our country. If the quality of education based on a gender approach increases, the principles of equal opportunities and social justice will be strengthened in society, creating the basis for the sustainable development of Uzbekistan. Existing problems and ways to overcome them.

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