

Didactic Features Of The Process Of Preparing Future Teachers For Professional Activity Aiming At Socialization Of Students Based On A Gender Approach

Sharifzoda Sardorbek O‘razboy tabib ugli

Acting Rector of Mamun University,
Doctor of Philosophy in Pedagogical Sciences(PhD), Associate Professor

E-mail: sharifzoda_sardorbek@mamunedu.uz

Orcid: 0000-0003-4733-8204

Abstract: *This article analyzes the didactic features of the process of preparing future teachers for professional activities aimed at socializing students based on a gender approach. The integration of the principles of gender equality in the content, form, methods and means of education, and the preparation of the teacher are considered a decisive factor in ensuring the social adaptation of students as individuals. The article highlights the use of a gender-oriented approach in the design of the educational process, didactic strategies that serve to form students as equal and socially active subjects. Also, educational tasks and interactive methods aimed at developing gender sensitivity in pedagogical activities are analyzed.*

Keywords: future teacher, gender approach, didactics, socialization, professional training, educational technologies, educational content, teaching methods, interactive methods.

Introduction.

The “Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030” and the Resolution of the President of the Republic of Uzbekistan No. PR-289 dated 21.06.2022 “On Measures to Improve the Quality of Pedagogical Education and Further Develop the Activities of Higher Educational Institutions Training Pedagogical Personnel” emphasize the need to pay special attention to improving the quality of training future teachers for professional activity. Best practices clearly show that the educational process aimed at developing competence in preparing future teachers for professional activity is particularly effective. Because the educational process focused on a competency-based approach allows for the preparation of future teachers for professional activity. Because the new process of cultural, social, and economic development requires teachers to have special professional potential and cultural sensitivity.

Based on the social order set for the general secondary education system, a number of requirements are being placed on future teachers. For this, the need to form a set of professional and personal competencies in them, to acquire knowledge that ensures their competence, has become more urgent than ever. Another important issue is to arm future teachers with mechanisms for organizing educational processes. Because in the context of globalization, the successful socialization of students is of particular importance in their formation of gender identity and gender roles. This requires the teacher to have developed gender awareness qualities. Until recently, experts have been putting forward a point of view on the formation of specific competencies in students. Such competencies include communicative, cognitive, social, professional, and cultural competencies.

Today, socio-cultural needs and requirements related to the socialization of students, as well as the pace of socio-economic development, are increasing the need to form integrated competencies of an integrative nature in future teachers. Such competencies include socio-informational, communicative-cognitive, cognitive-social, socio-professional competencies.

The idea of forming integrated competencies of an integrative nature in future teachers and the issue of their reflection in the curriculum are attracting the attention of many specialists. The works of R. Safarova, B. Khodjaev, G. Kamolova, V.A. Bolotov, V.V. Serikov are an example of this.

Integrative competence should, first of all, have a professional orientation. For example, future teachers should prioritize communicative-cognitive competencies. The need for competencies to acquire a professional character serves to increase the effectiveness of pedagogical activity. Today, future teachers need, in addition to comprehensive competencies of a general cultural nature, general professional and professional competencies, as well as professional competencies related to the scientific and methodological field, and research competencies.

Along with the integration of competencies, their differentiation is also important for the formation of professional skills of future teachers. The differentiation of competencies is a new promising direction of scientific research for pedagogy, which serves to increase the effectiveness of professional activity. For this purpose, holistic professional competencies are formed, ensuring the dialectical nature of the integration and differentiation of professional competencies of future teachers. The initial approach to the formation of professional competencies of an integrative nature was put forward by the famous Russian pedagogue I.A. Zimnyaya. According to him, the holistic socio-professional competence of a person consists of a set of personal, integrated qualities, and these competencies allow a specialist to adopt standard and non-standard solutions in a mutually compatible manner, requiring creativity, and to find solutions to the tasks set in various social and professional situations.

The social professional competencies formed in future teachers are manifested in their activities related to the gender socialization of students, decisions they make, actions, and behavior. The results of the study of the social block competencies formed in future teachers show that some of its components are part of culture [Zimnyaya]. Because the professional block part of this competency is an important component of culture.

The professional culture of a teacher includes the qualities of an integrative nature of the individual. These qualities have the function not only of mastering the activity, but also of implementing it. Mastering means mastering professional knowledge, skills, qualifications, and competencies. At the same time, it includes cultural norms and values corresponding to professional activity. The creativity of the future teacher and his readiness to implement professional activity also play an important role in integrative competence.

In order to prepare future teachers for professional activities in gender socialization of students, it is required to form a holistic socio-cultural competence in them. Because socio-cultural competence is a broader concept than socio-professional competence, and its structure reflects the readiness of future teachers for socio-cultural, socio-professional activities. The socialization of a person and the acquisition of culture are directly related to scientific ideas in this direction. Because within the framework of the concept of culture, the social life of a person is understood. The acquisition of culture in a person's life is understood through the concepts of socialization and acquisition of culture. Accordingly, the socialization of students also ensures their acquisition of national gender culture.

The concepts of socialization and acquisition of culture complement each other. Both concepts are directly related to the socio-cultural knowledge acquired by a person, their elements, and socio-cultural reality. Socio-cultural competence includes the cultural environment, functional objects, technologies of activity, relationships, communication, symbolic structures, normative formations over a certain period of time. The formation of socio-cultural competence in future teachers is of particular pedagogical importance in preparing them for pedagogical activities related to the successful socialization of students.

Based on the didactic necessity, the formation of socio-cultural competence in future teachers is interpreted in connection with the concepts of socialization and acquisition of culture. As a result of the failure to implement such an approach, the socio-cultural competencies of future teachers are not sufficiently developed. As a result, they do not pay enough attention to the socialization of students as a result of their future pedagogical activities. The reasons that create this gap include:

- one of the components of socio-cultural competence is not formed;
- the confusion of competencies related to the components of socio-cultural competence, etc.

The formation of the elements that make up the components of socio-cultural competence in future teachers is evident in the following:

- acquiring the skills necessary for their life activities, based on the nature of their professional functions;
- acquiring sufficient cultural knowledge and social experience through participation in various socio-cultural events;
- the formation of the ability to clearly express their social point of view within the framework of their professional activities.

The socio-cultural competence of a teacher is of great importance in terms of the successful socialization of students. A legitimate question arises in what forms knowledge that serves to develop the cultural worldview of a future teacher is presented. For this, first of all, it is required to form socio-cultural competence of an integrative nature in future teachers. Today, in developed education systems, more than 10 general cultural competencies are being formed in future teachers. However, insufficient attention is paid to the formation of social competencies. Some elements of social competence are formed as part of cultural and professional competence. Future teachers are expected to acquire general cultural competencies:

- study various objects and processes, analyzing them from a socio-economic and cultural-historical perspective;
- study the methodology of studying pedagogical objects and processes based on a cultural, historical, and active approach;
- master practical methods of searching for scientific and professional information using digital technologies;
- participate in debates and discussions on pedagogical topics, logically substantiate their points of view and compose a text based on the given task in a logical sequence;
- establish social relations based on the principles of tolerance and non-judgment;
- find solutions to conflicting issues based on ethnocultural characteristics and provide mutual assistance and support to each other in problematic and crisis situations;
- have the ability to self-improve and self-develop based on reflection on their own activities;
- demonstrate their ability to use innovative technologies in the process of their practical and pedagogical activities;
- take the initiative in problematic, risk-based situations, make responsible decisions;
- have the ability to carry out their activities in accordance with moral, ethical, and legal norms;
- demonstrate the ability to conduct comparative analysis of information, identifying existing connections, etc.

It is also extremely important for future teachers to have the ability to establish socio-economic relationships, study objects and processes based on an analysis of socio-economic conditions, and develop themselves, as components of social competencies. In accordance with the composition of the socio-cultural competence of an integrative nature, students are required to implement the following methods of activity:

- organize their life activities based on gender identity, systematically enrich their ideas about a healthy lifestyle;
 - understand the essence of their civic duties, responsibilities, gender roles based on national gender characteristics;
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- manage their behavior, life and household values, culture, social relations;
- choose and implement promising areas of self-development;
- integrate knowledge in the process of mastering and use it in solving socio-professional tasks;
- lead and obey their teammates in the process of collaborative activity;
- address teammates and loved ones in their native language in oral and written form;
- find solutions to non-standard situations;
- find creative solutions to socio-professional tasks;
- receiving, storing, processing, disseminating and reshaping information, etc.

In order to prepare future teachers for professional activities aimed at gender socialization of students, the formation of integrative competencies of a social nature is carried out in a specific pedagogical process. It reflects the following elements of general cultural competencies: a healthy lifestyle, values related to gender culture, improving one's activities from a gender perspective, receiving and reshaping information, etc.

There are also competencies of future teachers related to personal and work culture. They include epistemological, humanitarian, communicative, educational, educational, normative, informational, managerial, evaluative competencies.

The formation of the epistemological component of professional culture in future teachers allows them to form methodological, research, intellectual, historical, psychological culture.

The formation of the humanistic component of general cultural competence in future teachers is a direct result of the assimilation of moral and spiritual values.

The communicative component of general cultural competence includes speech culture, communication, culture, reflexive culture, empathetic culture, and culture of interethnic communication.

The educational component of general cultural competence includes technological and professional knowledge.

The educational component of general cultural competence includes aesthetics, political science, physical, environmental knowledge and information.

The normative component of general cultural competence includes knowledge of legal and management culture.

The informational component of general cultural competence includes knowledge of the culture of working with diagnostic, innovative, controlling, and digital technologies.

The managerial component of general cultural competence includes behavioral experience.

The evaluative component of cultural competence incorporates elements of critical, positive culture.

The analysis of normative legal frameworks, pedagogical practice and scientific sources shows that there is a need to implement a comprehensive approach to design and create methodological support for the process of forming integrated cultural and professional competencies in future teachers. This is due to the inclusion of requirements for the formation of cultural and professional competencies in the content of state educational standards and qualification requirements for higher education, and the inclusion of topics that allow for the implementation of this goal in the content of the curriculum. In order to eliminate gaps in this area, it is necessary to pay attention to the formation of integrative socio-cultural competencies in future teachers. For this, it is also necessary to improve the qualification requirements for the training of future teachers. In the process of forming professional competencies of an integrative nature in future teachers based on a comprehensive approach, it is recommended to take into account the following:

1. Analysis of experiences in the field of training future teachers to determine the level of formation of their professional qualifications.
2. Accurately taking into account the nature of pedagogical activity related to the socialization of students and its directions.
3. Analysis of scientific sources related to the formation of cultural and professional competencies of an integrative nature in future teachers based on a gender approach and development of specific recommendations for their use.
4. Improvement of mechanisms for using innovative technologies in the formation of cultural and professional competencies of an integrative nature in future teachers.
5. Taking into account historical-cultural and international experiences in preparing future teachers for pedagogical activities related to the socialization of students based on a gender approach.
6. Focusing pedagogical practice and activities carried out within the framework of the 4+2 model on gender socialization of students, and regularly analyzing the results achieved by students in this process.

Table 1. Level of preparation of future teachers for a gender approach (N = 100).

№	Indicators	Very good (%)	Good (%)	Medium (%)	Low (%)
1	General knowledge about gender equality	28	42	25	5

2	Gender approach in the process of socialization of students	20	40	30	10
3	Gender-sensitive approach in professional activities	18	35	32	15
4	Using gender-specific didactic methods	12	30	38	20
5	Creating learning tasks that reflect gender equality	10	28	40	22

In preparing future teachers for pedagogical activities related to the socialization of students based on a gender approach, it is of particular importance to identify promising areas for ensuring socio-cultural competence and to implement them in pedagogical practice. For this purpose, we present a classification of the elements that make up the components of socio-cultural competence..

Table 2. Self-assessment of prospective teachers regarding gender approach

Rating level	Number of respondents	Share (%)
Very prepared	15	15 %
Enough prepared	40	40 %
Partially ready	35	35 %
Not ready at all	10	10 %

In accordance with the gender approach, the composition of socio-cultural competence includes 4 promising, mutually enriching elements. They are: socio-cultural intelligence, spiritual and cultural development, socio-moral upbringing, socio-cultural maturity.

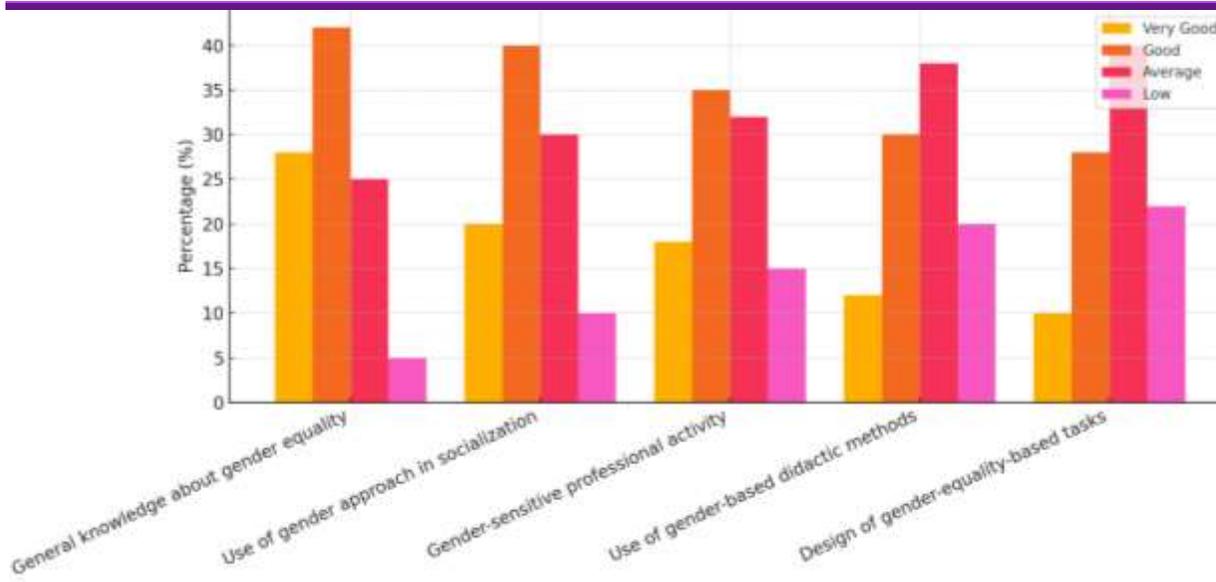
Socio-cultural intelligence. Covers the levels of development of a person's mental processes and intellect. They include feeling, perception, thinking. They serve to ensure the successful course of cognitive activity. This is a personal individual characteristic of each person, which is expressed in his attitude towards himself, the ability to predict the results of his actions, understand and accurately assess social situations, respond to these situations flexibly, and have the quality of active socio-cultural adaptability.

Spiritual and cultural development. The spiritual and cultural development of a person is expressed in his or her values, life values, cultural values, material, socio-historical, spiritual values.

Socio-moral upbringing. This component of socio-cultural competence is determined by the level of a person's spiritual and moral qualities, dedication, nationality, tolerance, and political upbringing. Future teachers who possess this quality are responsible, goal-oriented, ambitious, determined, self-confident, organized, demanding, broad-minded, and motivated specialists.

Socio-cultural maturity. This quality is extremely necessary for future teachers and reflects the formation of perceptive, empathetic, communicative, reflexive, self-expression, management, appropriate use of digital technologies, knowledge of a certain foreign language, and the ability to find solutions to pedagogical problems.

1-diagram. Pre-service Teachers' Preparedness for Gender-Based Education Activities.



Conclusions.

1. Analysis of research on gender pedagogy and psychology shows that the pedagogical interpretation of this phenomenon made it possible to justify the insufficient development of mechanisms for organizing the educational process based on a gender approach, the content, methods and pedagogical conditions for the formation of pedagogical skills in future teachers related to the socialization of students in this process.

2. There is an increasing need to prioritize certain principles and technologies in the selection of didactic materials that serve to demonstrate the potential of the gender approach in the formation of socio-cultural competence in future teachers related to the socialization of students. This is due to the need for successful socialization of students and young people.

3. In order to form gender competence as part of the integrative socio-cultural professional competence of future teachers, it is necessary to incorporate educational topics and educational materials aimed at this goal into curricula and training modules, for which it is necessary to clearly analyze and take into account the structural components of the content and structure of gender competence.

4. Ensuring the manifestation of gender competence as part of the integrative general professional competence of future teachers is of particular pedagogical importance, and this pedagogical phenomenon has a number of its own characteristics.

In order for future teachers to be ready for future pedagogical activities, they need to have modern gender-related knowledge, skills and qualifications, pedagogical experiences aimed at the socialization of students, and the formation of supporting and transitional components.

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