



# **THE ROLE OF MODERN EDUCATIONAL TECHNOLOGIES IN ORGANIZING GENDER-SENSITIVE EDUCATION IN HIGHER EDUCATION INSTITUTIONS**

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## **Abstract**

This article outlines the role of modern educational technologies in the organization of gender-oriented education in higher education institutions, the main criteria for achieving gender equality and the formation of civil society.

**Keywords:** Education, science, technology, student, gender equality, attitude, progress, system.

## **Introduction**

The “Strategy for Achieving Gender Equality in the Republic of Uzbekistan by 2030” also includes the priority areas for implementing the gender strategy, in the section “Ensuring Equal Rights and Opportunities for Women and Men in Education, Science, Sports and Health”, which specifically mentions the need to implement the following measures to ensure equal rights and opportunities for women and men in education, science, sports and health:

Developing a system of continuous education, encouraging women and men to study throughout their lives, expanding the coverage of women in need of social protection with higher education;

Widely involving women in scientific activities, supporting their software development, innovative ideas, inventiveness and rationalization activities based on modern information and communication technologies;



improving the gender literacy of citizens by introducing gender issues into the curricula of preschool, general secondary, secondary specialized, and higher education institutions, taking into account modern pedagogical technologies and methods;

supporting activities aimed at attracting men equally with women to preschool, general secondary education, healthcare, and other areas where the share of men is low;

special attention is paid to improving the medical culture of women and men in family planning, ensuring free and equal access to necessary information and services, and supporting the prevention of third-party interference in their personal lives during family planning.

Our country has been fulfilling international requirements for the protection of women's rights and gender equality. In particular, it has ratified the Conventions "On the Elimination of All Forms of Discrimination against Women" of May 6, 1995, "On the Political Rights of Women" of August 30, 1997, as well as "On Equal Remuneration of Men and Women for Work of Equal Value". By Decree of the President of the Republic of Uzbekistan No. PF-158, the "Uzbekistan - 2030" strategy, which includes 100 goals, was approved. Strengthening the system of support for women, ensuring their rights and legitimate interests, increasing their social, economic and political activity, and ensuring gender equality were set as the 25th goal in this document.

In this regard, the following tasks were identified: to continue the policy of ensuring gender equality, to increase the share of women in management positions by 30 percent by increasing the socio-political activity of women, to create an environment of intolerance towards oppression and violence against women in society, to ensure the rights and legitimate interests of women, to create a transparent mechanism for targeted work with the "Women's Notebook", to establish public control over these works.

In order to ensure gender equality and expand the rights and opportunities of all women, which is considered the 5th goal of sustainable development, Uzbekistan is implementing large-scale reforms in terms of taking into account gender issues in scientific research within the framework of international indicators and requirements for achieving gender equality. In particular, ensuring gender equality in society, meeting the needs of women, expanding their opportunities, solving their problems, and ensuring their socialization are among the priority



tasks of state policy.

Higher education in modern society has entered a new stage of its development, which is associated with creating broad opportunities for education for every person from an early age. In such conditions, preparing students and future teachers for gender education becomes relevant, since the goal of gender education in education is to help form and maintain the unique individuality of each student.

In our opinion, gender education implemented in teaching, which affects the content of education, its organizational forms and methodological aspects, allows each student to demonstrate and realize his personal, social and intellectual potential. Increasing attention to the professional preparation of students, restructuring the teaching of technological disciplines is a common trend in developed countries, realizing the idea that technology is not professional training, but an element of the culture of future specialists of various professions. Since 1998, there is reason to assume that gender studies have been institutionalized in the higher education system. An important direction of the scientific activity of higher educational institutions has been the training of scientific personnel in the field of gender theories, the formation of an educational and methodological base for teachers of special courses on gender, and the exchange of scientific information between scientific communities. In these new conditions, the formation of the future teacher's readiness to implement a gender approach becomes relevant, since the comprehensive disclosure of the student's personality, including from a gender perspective, is the most important component of the integral processes of determining the life and personal destiny of a growing person.

The most important task of using innovative technologies in gender education is to select such influential models for young people and develop innovative technologies based on them. When choosing pedagogical and psychological technologies, it will be possible to take as a basis the typical situations that we propose below.

Situation 1: A female student must overcome the resistance of close relatives, parents or spouses in order to become a leader or manager-manager in the future.

Situation 2: A woman who started her career as an ordinary employee was suddenly unexpectedly offered to lead her team. What should her tactical behavior be?

Situation 3: The goal was to become a manager, and the employee achieved her goal and was appointed as a manager. What does she start with?

Situation 4: A female student is naturally playful and very independent, what are her chances of becoming a manager?

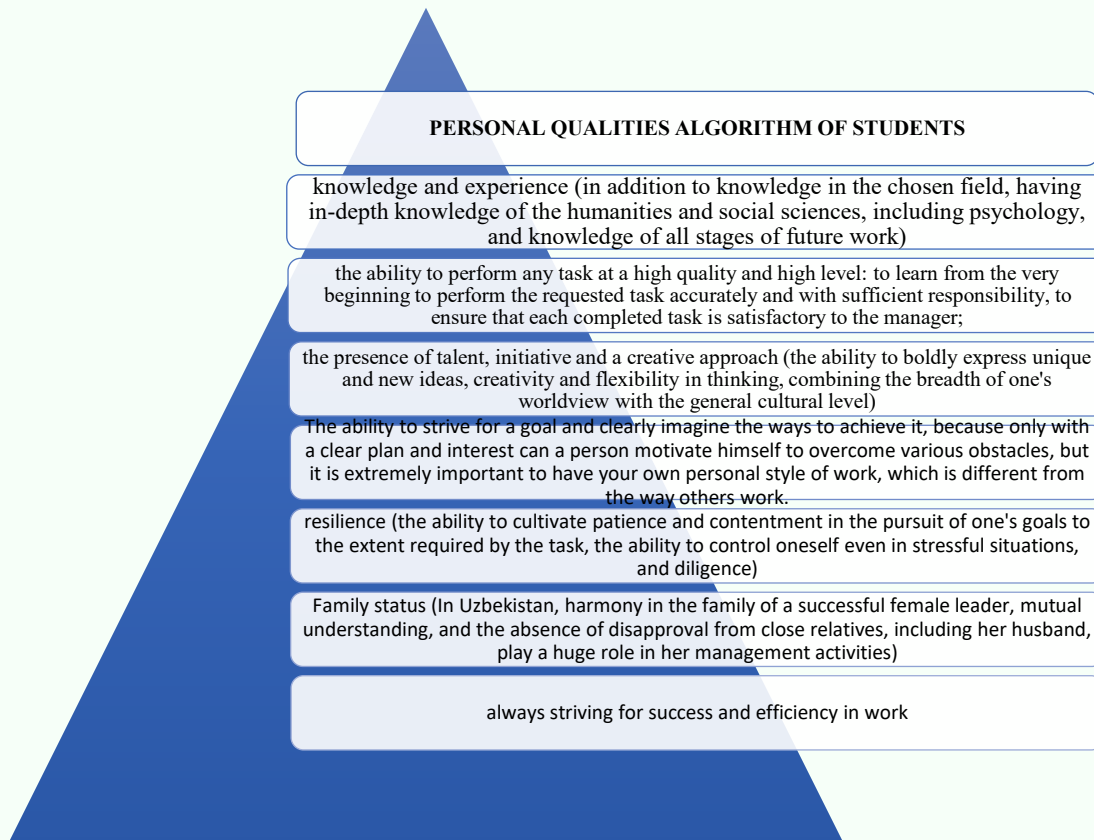
Situation 5: She has a strong desire to be a leader, but has many problems in interacting with people.

Each of the above situations is analyzed in a group setting:

- a) in a group of girls only;
- b) in a group of girls and boys in a full-fledged socio-psychological training, in which role-playing games can also be widely used.

The goal is to expand the girls' imagination about what typical situations they can expect in the future and to improve their skills in building a professional career. From the interviews conducted with female students in higher education institutions on the use of gender strategies in the future, it became clear that not all girls were able to overcome gender stereotypes at the same time. What is considered urgent for them is to finish their studies, many of them, depending on the opinion of their parents, may even get married before finishing their studies, which will negatively affect their professional qualifications, and their future career will depend on the opinions and attitudes of their spouse and his relatives, which is why teaching the subject of "Gender Education" in higher educational institutions is important.

However, through gender education of female students, an algorithm of personal qualities necessary for their development as competitive personnel was created, in which the following personal qualities were in the leading positions:



**- Figure. Algorithm of personal qualities of female students.**

Practical exercises that help to develop these qualities, such as business games and situational games, with girls, develop the most important organizational qualities in them:

- a) thinking skills (analytical abilities, flexibility of thought, quick operational processing of large amounts of information and drawing rational conclusions in all situations);
- b) communicative skills (effective practical negotiations to achieve results, the ability to establish cooperation and partnership relations with people, the ability to persuade others to their opinion and compromise);
- c) organizational qualities (the ability to organize one's own and others' activities, the ability to clearly set tasks for others, and the ability to distribute tasks according to their abilities, and the ability to control their activities);
- g) to cultivate personal qualities (industry, culture, family harmony, strong motivation to achieve positive results, not being afraid of difficulties and obstacles, various rumors and gossip, working tirelessly on oneself), while not forgetting the peculiarities of our national identity and mentality. Therefore, it is

especially important to take into account the above pedagogical and psychological factors in the gender education of girls in higher education and to create effective educational technologies based on them.

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