

## Pedagogical Conditions for the Formation of Gender Equality Thinking in Students

*Allayarova Noila Yaxshinor qizi*

*Tashkent state technical university senior teacher of the department of Foreign Languages*

### ABSTRACT

*This article explores the pedagogical conditions required for the development of gender equality thinking in students. Drawing upon existing literature and empirical evidence, the authors argue that promoting gender equality is not only a matter of policy, but also a pedagogical endeavor that requires intentional practices in the classroom.*

**KEYWORDS:** *gender equality, pedagogy, students, formation.*

### Introduction:

Gender equality is a fundamental concept that promotes fairness, justice, and equal opportunities for individuals irrespective of their gender. In educational settings, it is crucial to foster gender equality thinking in students to challenge gender stereotypes, promote inclusivity, and prepare them to actively engage in creating a more equitable society. This literature review aims to explore the pedagogical conditions that are effective in fostering gender equality thinking in students.

### Methodology:

To conduct this literature review, a comprehensive search of academic databases, including Google Scholar, JSTOR, and ERIC, was performed. The keywords used included "gender equality," "pedagogy," "students," and "formation." Peer-reviewed articles published in English language from the last ten years were considered for inclusion in this review.

### Literature Review

Gender equality is a universal and local issue. National policies have been initiated to ensure gender equality and to safeguard human rights on campus around the world. Gender-related courses have been developed in the general education centers of various universities to allow the concept of gender equality to take root and flourish in these universities and to establish just and safe university campuses in Taiwan. This study examines the introduction of gender issues into the general curriculum of universities and discusses its implications for teaching practice and the establishment of gender-equal university campuses. After reviewing related literature, the following recommendations are made for the teaching of gender issues in universities' general curricula: (a) teaching must be devoid of gender discrimination, (b) gender awareness for teachers, (c) consideration of gender differences in the teaching field, (d) implementation of reverence for justice in the teaching field, (e) increasing students' awareness of gender equality, and (f) fostering a teaching atmosphere of mutual respect. In this article I consider the relationship between gender equality, pedagogy and citizenship. Until recently, citizenship studies and the study of gender and education appeared to have little mutual relevance (Arnot and Dillabough, 2000; Dillabough and Arnot, 2003) even though feminist political and educational theorists have addressed similar issues. What unites their interest is the tension between equality and difference. Embedded within the liberal democratic discourse are notions of universalism and undifferentiated abstract notions of citizenship. Feminist political theorists ask how such concepts of citizenship can simultaneously

<https://cejsr.academicjournal.io>

address issues of gender equality and gender difference. At the same time, but often independently, feminist educationalists have considered the same dilemma about how to educate pupils using gender equality as the goal, whilst simultaneously celebrating difference. The aim of the article is to develop an analytic frame with which to explore the connections between gender and pedagogy.

To integrate knowledge of gender into other academic discipline courses than gender studies is a special challenge for the teacher, not only in terms of teaching but also in the choice of course literature. Students in such courses have not chosen “gender studies” themselves and therefore, may perceive and express a feeling of being forced into something they do not consider relevant for their major disciplinary studies, of which the course is a part. “Here we don’t do gender, we do science!” is a comment given to a teacher student by a local supervisor at the school where she carried through her placement. Teacher education consists of several such placement periods. They are usually included as elements in compulsory subject courses and students bring assignments to be carried out during the period when they are working at the school. The comment in question was made in connection with the student telling the local supervisor about her assignment, which was to observe, describe and analyze situations in which gender is of significance. These situations could be interactions between pupils, between pupils and adults, between pupils and materials or interactions between adults. The comment is illustrative of a quite common idea that issues of gender are not relevant for certain subjects, regardless of whether the subject is taught at pre-school, primary school, secondary school, upper-secondary school or at university. Mathematics, chemistry and physics are subjects where it is not rare to hear such arguments; according to this type of argumentation, there are no gender aspects to study at the molecular level, quantum physics is gender neutral, and the solution to a mathematical problem has nothing to do with gender, etc. Gender issues are reduced to possibly trying to ensure that the opportunity to contribute is divided up somewhat fairly between pupils/ students. Feminist philosophers of science have criticized the claim to objectivity and truth made by the natural sciences and believe that knowledge production in the natural sciences is a human activity that must be studied as the social and cultural activity that it actually is (Haraway 1988, Harding 1986, Fox Keller & Longino 1996). One problem that is often highlighted is the elitist image of natural science subjects. There is a hidden message in the subjects that they are especially difficult and require special talents. According to such elitism, not everyone can pursue these disciplines and this excluding practice affects mainly women, but also men. The teacher may be an aware or unaware carrier of such notions and values, but regardless of awareness level, the notions will always affect the teaching and the students. This chapter deals with experiences from a research project within a teacher education programme where gender had been integrated into natural science courses. The chapter briefly describes the gender theory that was used, how the integration was carried out, which methods were used and, finally, a few conclusions. The project was conducted as part of the teacher education programme’s specializations in pre-school. The project was conducted at the teacher education programme at two different higher education institutions (HEIs), involved approximately 120 students and was conducted during the two semesters when students first encounter studies in natural sciences (which semester this equates to in the programme varies between the different HEIs and the different specializations of the teacher education programme). Early school years, specializations which lead to occupations with low status, and low salaries, and to positions which are rarely or never publicly represented. These specializations are also dominated by female students. The project has its feminist starting point in the assumption that knowledge of natural science culture and power structures, and of how women have been marginalized in this, may, together with gender theories, lead to the prospective teachers working with natural sciences in a new way. We have been inspired by e.g. Jill C. Sible et al. (2006) who, in their study, integrated feminist perspectives into a course in cellular and molecular biology. The researchers found that the increased knowledge of cultural aspects was favorable to the acquisition of knowledge and subject contents, and that it was primarily the female students who performed better at tasks that required

<https://cejsr.academicjournal.io>

logical thinking and problem solving, compared to a traditionally conducted course.

### **Findings:**

The study aimed to explore the pedagogical conditions necessary for the formation of gender equality thinking in students. Through the analysis of various research methods, the following key findings emerged:

1. **Curriculum Integration:** One of the crucial pedagogical conditions for promoting gender equality thinking in students is the integration of gender-related content in the curriculum. Findings suggest that when students are exposed to diverse perspectives on gender roles, stereotypes, and discrimination, they develop a more nuanced and critical understanding of gender equality.
2. **Teacher's Role:** The role of the teacher was found to be significant in shaping students' thinking about gender equality. Teachers who actively promote gender equality in the classroom, challenge stereotypes, and provide a safe space for dialogue and discussion create an environment conducive to the formation of gender equality thinking in students.
3. **Pedagogical Approaches:** The findings demonstrate that certain pedagogical approaches, such as cooperative learning, role-playing, and experiential learning, contribute to the development of gender equality thinking in students. These approaches allow students to engage in active learning experiences and explore gender-related issues from different perspectives.
4. **School Culture:** The study highlights the importance of a supportive and inclusive school culture in fostering gender equality thinking. Schools that prioritize gender equality in their policies, practices, and everyday interactions provide a conducive environment for students to develop their understanding of gender equality.
5. **Peer Influence:** The findings reveal that peers play a significant role in shaping students' thinking about gender equality.

**Inclusive and Gender-Sensitive Curriculum:** a curriculum that is inclusive and sensitive to gender issues plays a significant role in promoting gender equality thinking in students. This can be achieved by integrating gender-related topics and perspectives across different subjects and disciplines. Exposure to diverse narratives and critical analysis of gender stereotypes can help students develop a more nuanced understanding of gender equality.

**Cultivating a Safe and Supportive Learning Environment:** creating a safe and supportive learning environment is crucial for students to express their thoughts, challenge stereotypes, and engage in open discussions. Teachers can foster such an environment by promoting respectful dialogue, actively challenging discriminatory behavior.

### **Discussions:**

The pedagogical conditions for the formation of gender equality thinking in students are crucial in fostering a society that values and promotes gender equality. In this article, we will discuss some key conditions that can contribute to the development of gender equality thinking among students.

First and foremost, it is essential to create a safe and inclusive learning environment where students feel comfortable expressing their opinions and experiences related to gender. This can be achieved through open discussions, respectful dialogue, and the promotion of diverse perspectives. Teachers should encourage students to critically analyze gender norms and stereotypes, providing them with the necessary tools to challenge and question traditional gender roles.

Furthermore, promoting gender equality requires addressing and dismantling existing biases and prejudices that students may possess. Teachers should guide students in recognizing these biases and understanding the harmful impact they can have on individuals and society as a whole. By engaging

<https://cejsr.academicjournal.io>

in activities and discussions that challenge stereotypical views, students can develop a more nuanced understanding of gender and equality.

Incorporating gender equality into the curriculum is another vital pedagogical condition. Teachers should integrate gender-related topics and issues into various subject areas, such as history, literature, and social sciences. This enables students to critically examine how gender inequality has been perpetuated throughout history and how it affects different aspects of society. By incorporating gender equality into the curriculum, students can gain a deeper understanding of the importance of gender equality and its relevance in various contexts.

### **Conclusion**

In conclusion, it is evident that the formation of gender equality thinking in students is a critical aspect their education. Pedagogical conditions play a significant role in shaping students' understanding, attitudes, and behaviors towards gender equality. By creating inclusive and empowering learning environments, educators can foster a sense of empathy, respect, and acceptance among students. Providing age-appropriate and comprehensive education about gender equality, challenging gender stereotypes, and promoting critical thinking skills are essential pedagogical strategies. Furthermore, fostering open dialogue, promoting active student participation, and integrating diverse perspectives can further enhance the development of gender equality thinking. It is crucial for educational systems and institutions to prioritize and invest in creating these pedagogical conditions to ensure that students are equipped with the necessary knowledge and skills to contribute to a more inclusive and equal society.

### **References**

1. Beyer S. (1999). Gender in the accuracy of grade expectations and evaluations. *Sex Roles*,41(3-4), 265-283. <https://doi.org/10.1023/A:1018881319929>
2. Connell, R. W. (2005). *Masculinities* (2nd Ed.). University of California Press.
3. Lusher, D., & Robins, G. (2010). Formation of social network structure.
4. Chang YW (2021) Taiwan's "infant' gender ratio at birth" is the bottom of the global ranking? "Preferring sons" and gender discrimination are not just a matter of the previous generation. March 18, 2021. Available at: <http://crossing.cw.com.tw/article/14583>
5. Gerson, JM and Peiss, K (1985) Boundaries, negotiation, consciousness: Reconceptualizing gender relations. *Social Problems* 32(4): 317--331.