

PREPARING FUTURE TEACHERS FOR PROFESSIONAL ACTIVITIES AIMING AT SOCIALIZATION OF STUDENTS BASED ON A GENDER APPROACH IS A SOCIAL PEDAGOGICAL NECESSITY

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

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Abstract: This article analyzes the socio-pedagogical significance of the process of socialization of students through the use of a gender approach in the professional training of future teachers. Taking into account the principles of gender equality, the role of the teacher in shaping his professional activity, strengthening his social responsibility and establishing interpersonal equality is highlighted. Also, the effectiveness of socialization strategies based on a gender approach in the pedagogical process, practical mechanisms and methodological approaches are theoretically and practically substantiated. The article considers the role of future teachers in developing gender sensitivity in students during the educational process, combating stereotypes, and ensuring social harmony in society as the main point of view.

Keywords: gender approach, professional training, socialization, educational strategy, gender sensitivity, pedagogical process, personal development.

Introduction.

The cognitive component of gender competence is the theoretical basis for the formation of gender competence in future teachers. Future teachers carry out their professional activities based on their existing knowledge. In the process of forming gender competence, students are required to master the following knowledge:

- knowledge about the existing aspects of gender, gender stratification and its cultural status;
- gender models, gender stereotypes and attitudes inherent in different cultures;
- changes in the field of gender in modern Uzbek society;
- legislative documents on the social equality of men and women;
- ensuring the right of men and women to work in the labor market;
- pedagogical approaches to the gender characteristics of the individual and the gender socialization of boys and girls;

- the influence of socializing institutions on the formation of gender-specific personality in students and young people, including the influence of education on the socialization of boys and girls;
- knowledge that characterizes the gender personality of the future teacher;
- gender education methods in classroom and extracurricular processes, etc.

Accordingly, the cognitive component of gender competence of future teachers is based on the integration of knowledge in various fields of science. Such fields include knowledge of philosophy, sociology, psychology, pedagogy, economics, law and linguistics. Gender knowledge, expressed in certain concepts and systems, allows students to think more deeply about their future pedagogical activities. In this regard, it is necessary to give priority to the gender approach. It should be noted that not all information presented to students in the educational process may be manifested as knowledge. According to O.S. Buryakova, knowledge is a complex of deeply thought-out and interpreted information by learners. Therefore, knowledge represents the personal achievements of the teacher.

The value component of gender competence embodies an important characteristic of knowledge. Scientific knowledge is also a valuable component of gender competence, as it embodies personal values. Therefore, it is theoretically justified to include a value-thinking component in the gender competence of future teachers.

The value-intellectual component of gender competence is a personally significant part of professional competence. Therefore, the formation of gender competence in future teachers expands the possibility of having valuable relationships with boys and girls. At the same time:

- the student himself has a valuable relationship with himself as a representative of a particular gender;
- the acceptance of different types of gender identity, the manifestation of gender behavior in various forms, serves to form the idea of gender equality in society;
- allows future teachers to eliminate personal concepts and stereotypes about the gender identity of boys and girls;
- the ability to analyze life and pedagogical situations from the point of view of a gender approach serves future teachers to successfully socialize students during their future professional activities;

- future teachers are provided with the opportunity to form a valuable attitude towards pedagogical activity from the perspective of a gender approach;

- it is intended to successfully prepare future teachers for the implementation of activities related to gender socialization of students.

Within the framework of social and humanitarian sciences, the concept of values is understood as a broad set of principles that are part of specific cultural phenomena, beliefs, phenomena that are natural from the point of view of people, which not only affect the perception and environment of future teachers, but also serve to form their main views. In this sense, values, as the main guide in the process of evaluative activity, affect not only the entire society, but also the individual. According to O.Musurmonova, N.S.Rozova, D.Kasimova, people use values mainly in two situations:

1. When evaluating existing objects.

2. In the process of building new objects, this refers to the process of forming ideals, goals, and strategies of action of a person.

D.A. Leontiev recognizes the existence of universal, social, and individual-personal values. According to him, social values reflect the life activities of members of a particular society. These values are manifested in an imitative form. Accordingly, social values are manifested as a primary phenomenon in relation to individual-psychological values. Universal values, according to D.A. Leontiev, O. Musurmonova, R. Safarova, N. Ortikov, embody a number of aspects inherent in the life activities of people living in different historical periods. They are: values related to the socio-economic sphere, class, national, related to the life of a particular people, expressing cultural affiliation. It is clear that values are an expression of culture inherent in the life of society. That is why the value systems inherent in all nations and societies are naturally incompatible with each other, and in some cases they deny each other. In this case, values of a personal nature reflect the inner world of the individual and are a dynamically developing expression of personal experience. Alternative options for social and universal experience are inherent in an individual. It should be noted that since values have a hierarchical nature, any culture changes its appearance over time. In this sense, it undergoes transformation in the process of its historical development. Accordingly, the evolution of values also occurs. The social roles of men and women in society, their behavior are also among the values that are important for the life of society.

For the society of Uzbekistan, attention to values such as equality, gender identity, gender tolerance, gender self-expression and gender identity is becoming particularly relevant. Today, the attention of sociologists, political scientists, educators and psychologists has been focused on the liberation of traditional values, customs and traditions, national and civic identity from Western influence in recent years. It is precisely traditional values that serve to develop the worldview of educators in order to develop the political and social consciousness of the growing younger generation.

The concept of traditional values understands the system of national values characteristic of the Uzbek people. These values have been passed down from ancestors to generations for many centuries. Traditional values directed at the socialization of students should occupy a priority place in the content of strategic directions in the process of socio-cultural development. The existence of values that are characteristic of each person is also a fact. The subjective significance of values takes on a special meaning for each person and is expressed in his value directions. Occurring events, incidents, as well as information, to a certain extent, acquire subjective significance for each person.

Personal thoughts, values serve to expand his activities and are expressed in his skills, actions, views, worldview. Also, personal values allow people to master social norms, adhere to them, fulfill gender roles, and improve their values and ideals. The acquisition of personal significance of values regulates a person's relationship to the world around him, society and himself.

The term value orientation is primarily a phenomenon that expresses the formation of a mature personality. It represents important elements inherent in the inner world of a person. These elements are strengthened by the experience of a person, serve as a basis for distinguishing his experiences and aspects that are of particular importance to him from non-existent secondary ones.

A person's value orientations are formed as a result of the assimilation of social experience and characterize his moral beliefs, principles of behavior. At the same time, they ensure the expression of social and personal values in the consciousness of a person. At the same time, value orientations are manifested as a process.

A person's value orientations are implemented in 3 directions:

1. The assimilation of national and universal values in society by a specific person, the creation of an image of material existence.

2. As a result of the assimilation of values, the transformation of the personality, the formation of one's own self

3. As a result of the prediction of the future lifestyle, that is, as a result of setting goals, planning future professional activities. -

This point of view is of great importance, and it is assumed that students will form gender competence, assimilate values related to gender equality, destabilize them, change gender stereotypes and gradually improve their personal behavior accordingly. In a holistic way, the value-intellectual component of gender competence is reflected in the attitude of the teacher to the value of equality and various gender problems, as well as in the behavior and activities of the teacher.

The active component of gender competence is expressed in the knowledge and skills necessary for the future pedagogical activity of the student, necessary for the implementation of a gender approach. Such skills and qualifications include:

- Perception of the impact of gender problems existing in the society of Uzbekistan and educational institutions on development and attention to them;
- Critical analysis of one's own gender issues, attention to one's own behavior related to gender characteristics;
- Assessment of the impact of various factors on the development of gender perceptions, roles, and gender identity in students;
- Implementation of a gender approach in the educational process and teaching of subjects in the process of gender equality;
- Collection of knowledge on gender issues from various sources.

Based on the above, we tried to justify the manifestation of gender competence of a future teacher: students' gender-related knowledge is part of the cognitive component. The activity of evaluating this knowledge and thinking deeply about it is an element of the value-intellectual component. The behavior and activity of future teachers are manifested as a subsequent part of the active component.

When the knowledge acquired by students turns into their actions, we can think about the formation of gender competence and the manifestation of the essence of the content of all its components. It should be noted that the separately identified components of gender competence in future teachers are interconnected and require a common approach. The gender-related information provided to students in the process of professional training is based on the basic aspects of the gender approach and is branched through the value system and value orientations. Accordingly, it acquires subjective significance and personal significance. In this system, information is transformed from the

outside into knowledge about gender in relation to the student's personality, becoming the personal achievements of the future teacher. On the other hand, in the process of socialization of students from birth, they gradually assimilate the cultural norms accepted in society, become aware of gender roles and stereotypes. As a result, students and young people form ideas about men and their recognized roles in society. On this basis, a system of values about multi-role gender stratification is formed in them. Therefore, gender-related information presented to students in the process of higher pedagogical education does not always correspond to the system of value orientations. Therefore, attention is paid to the fact that there are two ways to sort information through personal values.

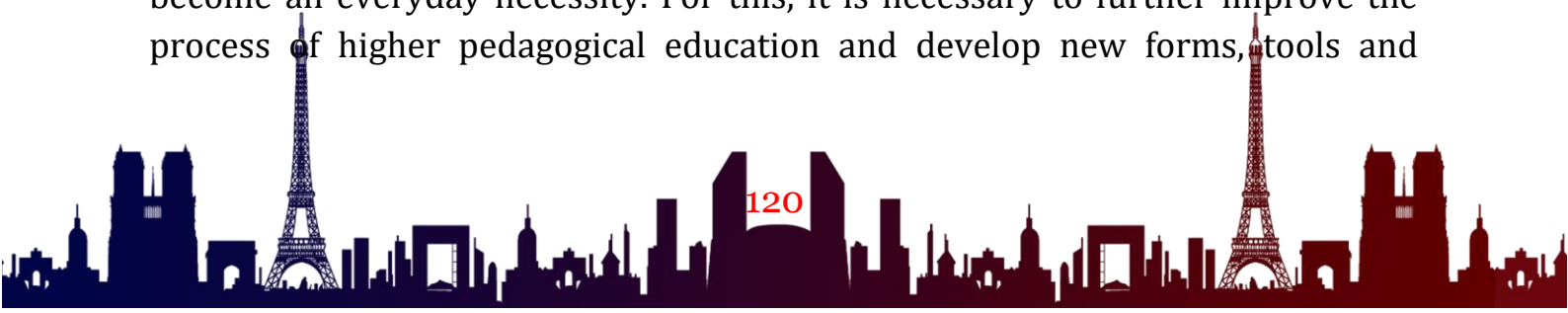
If the gender-related knowledge and information mastered by future teachers do not contradict their value system and value orientation, they serve to enrich the content of the professional competencies of students formed in the process of mastering the social experience of the Uzbek people, and they apply this knowledge in the process of improving their behavior and mastering professional activities.

If the gender-related knowledge mastered by students contradicts their value system and value orientation, then two options for the development of the possibilities of women and men in society can be predicted:

1. Lack of attention to gender-related knowledge does not allow new information to rise to the level of knowledge and be reflected in pedagogical activity.
2. The instability of gender stereotypes and perceptions prevents the transformation of the value system and value orientations of the individual.

In such situations, new information about gender acquires personal and professional significance for the future teacher. As a result, gender information becomes part of knowledge and is reflected in the behavior and activities of the future teacher.

In the context of the expansion of the use of digital technologies, the requirements for the system of training future teachers are increasing. As a result, the issue of developing the creative style and individuality of the teacher is becoming more urgent. Improving the conditions for the development of effective management skills and qualifications of the pedagogical process has become an everyday necessity. For this, it is necessary to further improve the process of higher pedagogical education and develop new forms, tools and



methods of activating the educational process. This has created the basis for improving educational activities.

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