TRANSFORMATION OF EDUCATION. THE NECESSITY OF IMPLEMENTING GENDER EDUCATION IN UZBEKISTAN

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Abstract. *The article highlights the theoretical and practical aspects of stabilizing gender relations in higher education, the socio-psychological nature and essence of gender relations, as well as the problems of implementing gender education together with an analysis of modern scientific approaches to the influence of gender relations on the development of a student’s personality.*

The foundations of a methodology for stabilizing gender relations among students, including cognitive, value-based, and behavioral components, are presented. The article provides an analysis of the research methods, stages of implementation, and the results obtained during the application of the methodology. The effectiveness of комплекс pedagogical influence aimed at forming stable, equal, fair, and constructive interpersonal relations within the higher education environment has been proven.

Keywords: *educational environment, pedagogical methodology, social stability, tolerance, student, gender relations, gender culture, gender equality, gender justice.*

Relevance of the topic and literature review. In the context of rapid changes taking place in the international community, digitalization, and the transformation of values, the issue of gender equality is becoming increasingly significant. Modern society requires individuals to possess a high level of social

responsibility, tolerance, and the ability to engage in effective interpersonal communication. Higher education institutions are becoming not only centers of professional training but also important social institutions that shape the worldview and behavioral patterns of young people [1].

Despite the active promotion of ideas of equal rights, modern research indicates that gender stereotypes continue to persist within the higher education environment. These stereotypes are manifested in the distribution of social roles, expectations of behavior, and the evaluation of professional opportunities for representatives of different genders, often becoming a source of conflicts and social tensions [2].

Special attention in scientific literature is devoted to the formation of students' gender competence. As an integrative quality of personality, it includes knowledge, values, and skills that ensure constructive interaction within a gender-diverse environment [11]. In this process, the educational environment plays an important role in fostering the principles of equality, respect, and social justice [4].

Modern research is characterized by an interdisciplinary approach that combines achievements in pedagogy, psychology, and sociology. Such an approach makes it possible to conduct a comprehensive analysis of gender processes and to develop effective pedagogical technologies [5]. In particular, the high effectiveness of interactive teaching methods aimed at developing empathy, critical thinking, and communication skills has been proven [6].

Nevertheless, the issue of developing a comprehensive and practice-oriented methodology for stabilizing gender relations among students has not been sufficiently studied. This determines the need for additional scientific research and practical developments in this area [7;10].

Scientific literature pays special attention to the development of students' gender competence, which is characterized as an integrative quality of personality that includes knowledge, values, and skills ensuring constructive

interaction in a gender-diverse environment [3]. The educational environment plays an important role in this process, as it should contribute to the development of the principles of equality, respect, and social justice [4].

Main part. Gender relations represent a complex system of socially determined interactions between people based on cultural, historical, and psychological factors. They are formed in the process of individual socialization and reflect society's existing ideas about roles, norms, and expectations associated with belonging to a particular gender [14]. In the educational process, gender relations among students become especially active, since during this period personality, worldview, and attitudes toward life are being actively formed. Student life is characterized by a high susceptibility to social influences. This makes the educational environment a key factor in the formation of gender culture and the development of the principles of equality. In the higher education system, gender is considered one of the important pedagogical tasks [2].

The student period is a stage of active socialization of the individual, during which a person's moral views, communication culture, and place in society are formed. Therefore, gender relations in the educational environment not only perform a communicative function but also influence learning activities, the psychological climate of the group, and the student's level of social adaptation [5]. For this reason, stabilizing these relations becomes an important task of both pedagogical science and practice.

The level of students' gender literacy is also an equally important factor. A lack of knowledge about the gender aspects of social life, human rights, and mechanisms of equal interaction reduces students' ability to engage in constructive communication [8]. In the context of the digitalization of society, the role of mass media and the information environment is increasing. The Internet and social media play an important role in promoting the ideas of equality and justice. In a critical period when online networks are becoming a

source of attitudes and values, it is important to prevent "unfiltered" information from contributing to the strengthening of discriminatory practices in society [10]. The importance of interpersonal communication lies in the fact that it reinforces behavioral patterns and develops practical interaction experiences. It is precisely through everyday interaction that gender relations are implemented in practice [4, 9].

The current state of gender relations among students is characterized by a number of problems that hinder the development of a harmonious educational environment. One of the main issues is the persistence of gender stereotypes that limit opportunities for personal and professional development [8]. Students' insufficient awareness of the principles of gender equality has a serious impact on the quality of the current situation, and the misconceptions formed among students reduce their sense of social responsibility. In addition, various forms of discrimination may arise in the educational environment, leading to unequal gender relations, biased assessments, and limited opportunities for participation in the educational process [3].

Methodology and analysis. The developed methodology for stabilizing gender relations is based on an integrated approach and is aimed at creating a sustainable system of equal and fair interactions among students. Its main purpose is to develop gender culture in individuals capable of constructive interaction in various social environments. To achieve this goal, it is necessary to address a number of tasks, such as developing tolerance, worldview and communication skills, preventing conflicts, and improving gender literacy [9].

The methodology includes three interrelated components. The cognitive component is aimed at developing a system of scientific knowledge about gender, human rights, and the principles of equality. It is implemented through lectures, seminars, and training sessions [1]. The emotional-value component is focused on developing respect for differences, empathy, and acceptance. It is based on interactive teaching methods, including discussions and group work

[5]. The behavioral component is aimed at developing practical cooperation skills. It is implemented through social situation modeling, role-playing, and situation analysis [6].

The methodology is implemented in three stages. In the diagnostic stage, students' awareness of gender-related knowledge, as well as the presence of gender stereotypes, communication problems, and the state of social relations among them, were studied using surveys, interviews, and observation methods, and assessed at an initial level.

In the formative stage, through training sessions, discussions, interactive seminars, and group activities, conditions were created that contributed to strengthening mutual respect, cooperation, and tolerance among students by the end of this stage [7]. In the control stage, the effectiveness of the implemented methodological interventions was evaluated. The results showed a reduction in the level of gender stereotypes among students, as well as an improvement in communicative culture and indicators of mutual cooperation.

Conclusion. This study confirms that stabilizing gender relations is an important condition for creating an effective educational environment. The developed methodology has high practical significance and can be applied in higher education institutions.

The integrated approach used in the methodology includes cognitive, emotional, and behavioral aspects. In addition, a personality-oriented and value-based approach grounded in national traditions ensures sustainable results and contributes to the development of a well-rounded personality. The developed methodology supports the formation of equal and stable relationships among students and contributes to the socio-psychological stability of the educational environment.

In the future, it is important to expand research in this field, develop innovative methods for fostering gender competence, implement them in

practice, adapt them to digital learning environments, and design new pedagogical technologies aimed at developing students' gender culture.

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