

Theoretical And Methodological Basis Of Gender Application And Management In The System Of Higher Education

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Abstract. It is emphasized that the education system is the initiator of changes to introduce gender equality in society. This, in turn, requires the development of a theoretical and methodological basis for the implementation and management of a gender approach to the education system. Therefore, this article, from a scientific point of view, examines the features of the implementation of a gender approach in higher education, the creation of equal rights and opportunities for women and men in higher education.

One of the effective mechanisms for ensuring gender equality is the work of the Advisory Council on Equal Rights and Opportunities for Women and Men, created under the Ministry of Higher and Secondary Specialized Education. Analyzed the results of a survey on the provision of guarantees of equal rights and opportunities for women and men in the field of higher education. Dior guidelines have also been developed for integrating a gender perspective into the education system.

Key words: gender equality, gender approach, law, opportunity, guarantee, women, men, higher education, advisory council, effective mechanism.

Introduction:

In recent years, the system of socio-economic reforms in Uzbekistan has further improved the legal framework on gender issues, increasing the social activity of women, improving their living conditions, creating favorable conditions for the free exercise of their abilities. The laws of the Republic of Uzbekistan "On guarantees of equal rights and opportunities for women and men" (2019), "On the protection of women from oppression and violence" (2019) were adopted.

The basic principles of ensuring equal rights and opportunities for women and men have been developed. Achieving equal rights and opportunities for women and men in the management of society and public affairs, equal participation in the electoral process, healthcare, education, science, culture, labor and social protection, as well as in other spheres of state and public life is a priority direction for implementation [1].

The education system is a mirror that reflects society as a whole and influences it, and, in turn, the ongoing innovations in education also affect the development of society. Therefore, the education system should be the initiator of changes to introduce gender equality in society. This, in turn, requires the development of a theoretical and methodological basis for the implementation and management of a gender approach to the higher education system. Because the sustainable development and prosperity of any country depends on the human factor, in particular, on the scientific, creative and spiritual potential of the younger generation.

It was noted that today the achievement of gender equality is not only one of the democratic values, but also an important factor in socio-economic and spiritual development. World experience shows that it is in countries where men and women have equal opportunities that the welfare and socio-political activity of the population is high and the success of reforms is ensured.

"Gender" is a social aspect of relations between men and women, which is reflected in all spheres of life and activities of society, including politics, economics, law, ideology and culture, education and science [1].

Gender Approach to Gender and Education in the Research of Foreign Scientists and Scientists from the CIS Countries E. Mayer, K. Higgins, I. Kon, A. Mudrik, L. Popova, I. I. Yukina, Yu.S. Tukacheva, L.I. Stolyarchuk and others. equal opportunities and equality in education for boys and girls; the choice of forms and methods of teaching, based on the psychophysiological characteristics of boys and girls in the learning process, which serve for their full implementation;

Ensuring gender tolerance and gender equality in educational institutions, as well as conducting a gender analysis of the content of education, increasing the gender literacy of teachers are widely studied [7].

In the Republic of Uzbekistan, studies (O. Musurmonova, N. Egamberdieva, R. Samarov, Y. Temirova, etc.) were carried out on the basis of a gender approach in order to improve the quality of education in lifelong education, the development of female social activity, gender issues in vocational education. This study analyzed the issues of increasing the social activity of women through the Gender approach, and also studied the issues of the gender approach in teacher education. According to scientists, the process of developing gender aspects and principles of implementation in teacher training is a key stage that leads them to the final result. A teacher who understands gender perspectives can empower the younger generation to think and act with awareness and awareness of gender issues. Therefore, the movement for achieving gender equality in education should cover all activities, starting with the teacher, from the stage of vocational training to the stage of continuous professional development. Therefore, in higher education, in addition to professional knowledge and skills, it is important for students to develop important life skills, including analytical and critical thinking skills, problem solving, flexibility, interpersonal skills, as well as teach them to work independently and collaboratively. This requires the introduction of a gender approach into the higher education system and the development of effective mechanisms for its management.

Gender approach is an approach to understanding the existence of gender inequality and its causes, consequences and ensuring their elimination. A gender approach is a change in gender relations between men and women, which contributes to a more even distribution of powers and responsibilities, which has a beneficial effect on both men and women. The gender approach to the training of future teachers includes the direct involvement of gender issues in the development of educational strategies, the definition of the content and technology of vocational training, the development of professional competencies of teachers, research [7]. In our opinion, the introduction of a gender approach into the higher education system includes all components of the educational process: educational and pedagogical (educational content) and methodological (teaching methods, organization of the educational process, pedagogical cooperation), as well as organizational and pedagogical conditions, the educational system for increasing the sensitivity of management to gender issues.

Law of the Republic of Uzbekistan "On guarantees of equal rights and opportunities for women and men."

Article 13 provides for the establishment of advisory councils on equal rights and opportunities for women and men with the participation of representatives of business entities, as well as citizens' self-government bodies, non-governmental non-profit organizations and other civil society institutions. Based on this norm, one of the most effective mechanisms for ensuring gender equality is the Advisory Council on Equal Rights and Opportunities for Women and Men, created under the Ministry of Higher and Secondary Special Education, as well as in all higher education institutions.

The Consultative Council on Equal Rights and Opportunities for Women and Men (hereinafter referred to as the Consultative Council) - on the issues of equal rights and opportunities for women and men, was created to ensure gender equality and eliminate direct or indirect gender discrimination as a collegial consultative body. The activities of the Advisory Council are based on the principles of legality, equality of women and men, non-discrimination based on gender, openness and transparency.

Based on the priorities and recommendations of the Commission of the Republic of Uzbekistan on Gender Equality, the Advisory Council has the following main tasks:

- make proposals for the implementation of government programs, national action plans and strategies to ensure equal rights and opportunities for women and men;
- is directly involved in the legal (gender-legal) examination of regulatory and other internal regulatory documents adopted by the legal service in order to ensure gender equality;
- studies the state of the creation of benefits for women in the system of labor legislation and other existing regulations and prepares proposals based on its results;
- provides equal opportunities for women and men in the system;

- ensures gender equality during interviews or other processes with candidates for employment, in the appointment of positions and positions by the employer, as well as in the formation of a personnel reserve;
- develops proposals for organizing trainings on equal rights and opportunities for women and men;
- Carries out propaganda and propaganda work with the aim of creating a culture of gender equality among those working in the system;
- monitors, evaluates the process, develops and submits appropriate recommendations to the management to eliminate the identified deficiencies.

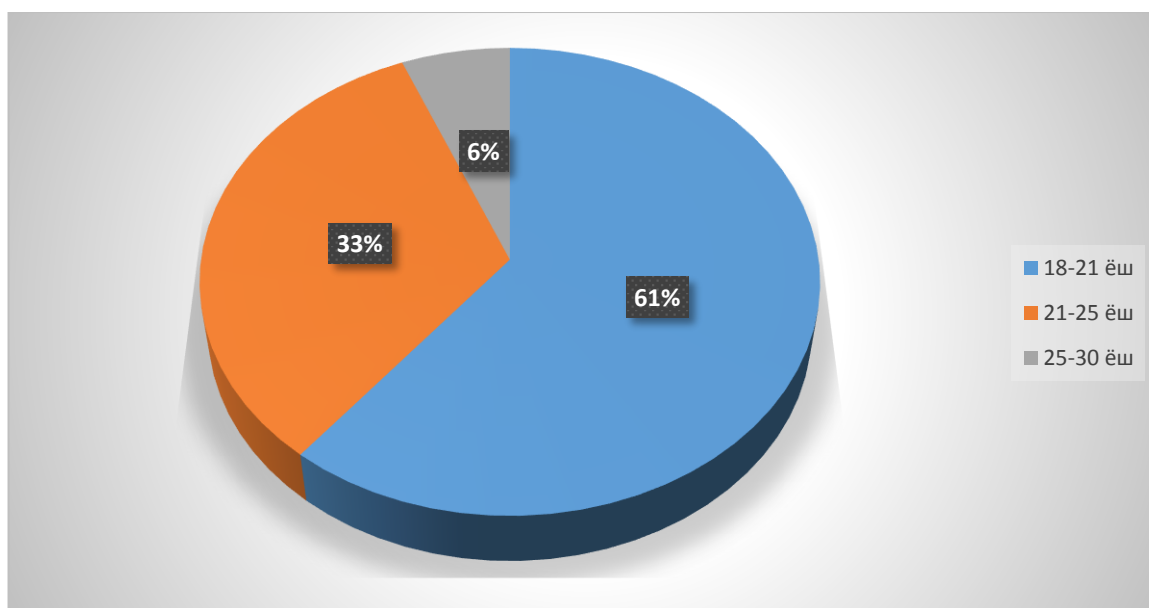
One of the important tasks of the Advisory Council is to create equal conditions for women to receive higher education, analyze issues of gender equality in the higher education system [8].

The strategy of actions in five priority areas of development of the Republic of Uzbekistan for 2017-2021 [4] gives priority to radical reform of the social sphere, and the Address of the President of the Republic of Uzbekistan to the Oliy Majlis sets the task of “creating equal opportunities for youth education” [3]. To this end, 7,823 respondents from 5 higher education institutions took part in a survey, which was conducted to determine the level of awareness of young people about the reforms being carried out and to study the conditions and existing obstacles on the way to higher education for women. 77.8% of the survey participants were women and 22.2% were male students.

The sociological survey involved 60.8% of students aged 18-21, 33% of students aged 21-25 and 6.2% of students aged 25-30. (Diagram 1).

1-diagram

Age indicators of respondents



19% of respondents have secondary education, 19.8% - specialized secondary education, 61.2% - higher education.

Analyzing the results of the survey, it was found that the Constitution of the Republic of Uzbekistan guarantees the right of all citizens to education, and that there are no legal barriers for girls and women to enter all levels of the education system. In addition, 6,428 (82.2%) respondents noted that all conditions have been created for female students studying in 5 surveyed universities.

The university provides assistance to female students who face various problems in the educational process and everyday life, and the majority of respondents 5,343 (68.3%) are provided with social, psychological, legal assistance by the Board of Trustees of universities. .., noted that financial and moral support was provided, effective mechanisms for supporting students were developed, 1751 (22.4%) did not observe or did not seek help, and 650 (8.3%) said that it was difficult to answer. expressed his opinion.

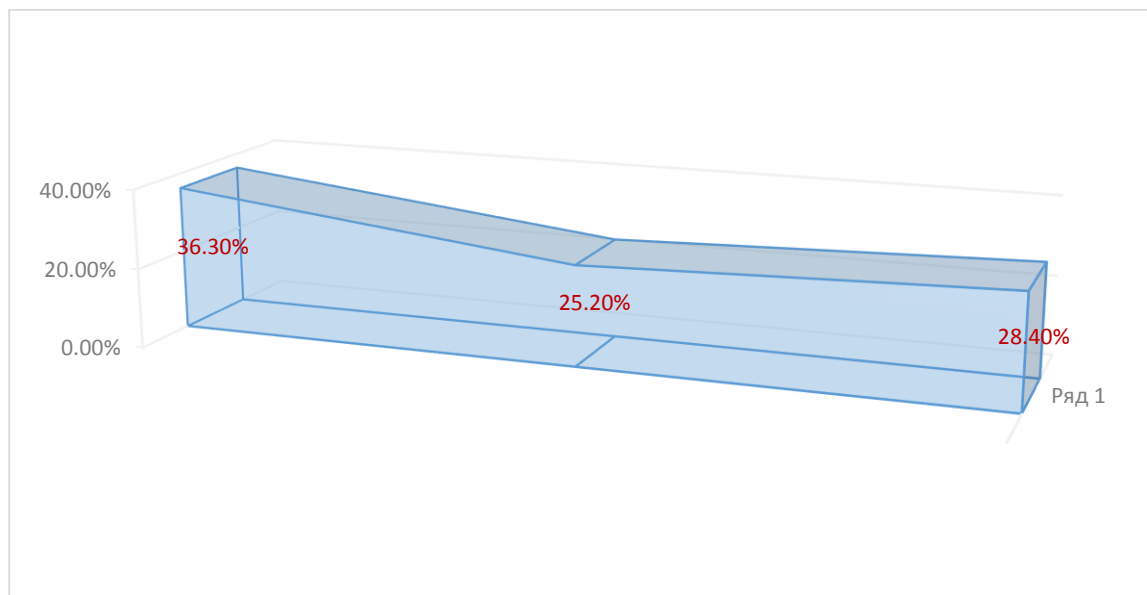
The following opinions were expressed on the creation of a system for solving various problems of girls in educational institutions: 4863 (62.2%) female students have a system for working with women, actively study in higher educational institutions, 1566 (20%) students have a system for working with women, but its activities are not well organized, and 902 students (11.5 percent) identified the need to improve the system of working with women. 460 students (6.3%) said they found it difficult to answer this question.

Most of the students surveyed rejected the idea that more families in higher education should pay more attention to boys than girls because of the cost of higher education as a result of the conditions created for girls in the education system and ongoing reforms.

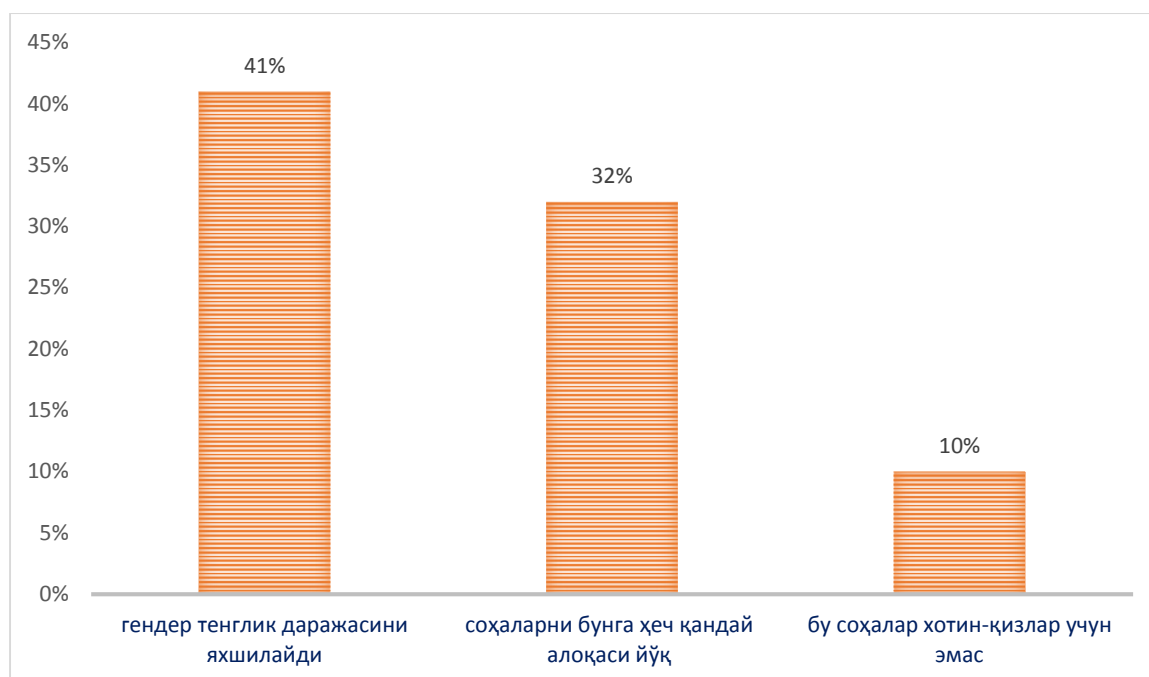
The persistence of gender inequality throughout the world is explained by the influence of the patriarchal system, which asserts the predominance of men over women. This is based on gender stereotypes that have been forming in the minds of people and society for centuries. Thus, 1,067 (13.6%) young people surveyed reported gender inequality in the learning process, while 4282 (54.7%) did not. It can be concluded that it is necessary to carry out systematic work to introduce the concept of gender equality in the minds of young people in society, especially in educational institutions.

Due to traditional sociocultural roles, gender inequality in higher education is observed in education: girls are concentrated in traditional areas such as health care and education, and boys in technical areas such as finance, transport and communications. Construction and engineering are associated with employment in highly paid sectors of the economy. It should be noted that as a result of the fact that pedagogy is the sphere of activity of women, the number of male teachers in educational institutions has decreased over the years. As a result of educational reforms in the last 4 years alone, some 20,000 male teachers have been able to return to mainstream secondary schools.

The students who took part in the survey expressed their opinion about the existence of the idea that higher education is an area or field of study specific to women and men. A total of 2842 (36.3%) participants did not observe such views, 1974 (25.2%) did not observe such views, i.e. pedagogical or medical specificity for women, 2225 (28.4%) noted that the division of specialties by sector is a violation of human rights (Diagram 2).



Respondents were positive (3,207 (41%)) said that increasing women's participation in transport, communications, finance and construction would improve gender equality, while 2,529 (32%) young people said they had nothing to do with it. Despite the fact that work is practically carried out to ensure gender equality not only in education, but in all spheres, among young people (780 (10%)) there is also an opinion that these spheres are not for women (Diagram 3).



When it was discovered that the majority of parents today are in a situation that prevents their daughters from pursuing higher education, it showed that girls' desire for higher education is growing day by day, rather than cases of parental resistance to their daughter's higher education. It is also recognized that the availability of full-time and part-time education in higher education is an important factor in ensuring that women receive an education equal to that of men. If we look at the opinion of young people about higher education for women, we can see a sharp increase in the desire and enthusiasm for higher education, regardless of the location of the educational institution and the form of study.

In 2019/2020 academic year, a total of 940 quotas were allocated for a four percent state grant for admission of women on a full-time state scholarship, and in the 2021-2022 academic year, this figure was doubled to 2,000. This will further increase the aspiration of women to higher education [4].

Analysis of the survey results shows that;

- development of the concept of continuous implementation of gender education at all stages of education and ensuring its gradual implementation;
- identifying key areas of gender equality in higher education and supporting research;
- participation in competitions for fundamental, innovative and practical projects in order to identify and implement effective mechanisms for the implementation and management of gender mainstreaming in higher education;
- Establishment and close cooperation with a bank of researchers conducting research on gender equality;
- Strengthening cooperation with leading international higher educational institutions in conducting research aimed at finding solutions to pressing issues of gender equality in the Republic of Uzbekistan;
- organization of an effective system of training scientific and pedagogical personnel on gender equality issues;
- Conducting surveys and analysis of women professors and students working in educational institutions to identify current problems in this area;

- attracting specialists to work on the problems identified as a result of the analysis of surveys, to conduct intersectoral activities, to monitor and recommend the publication of results in scientific journals of higher educational institutions;
- to study the psychological aspects of the implementation and management of a gender approach to higher education;
- It is advisable to create research centers on gender equality in higher education institutions.

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