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Structural Structure of Competencies in the Development of Gender Equality Thinking in Students

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A B S T R A C T
the article is devoted to the structural structure of competences in the development of gender equality thinking in students, types of competences with common gradualism, the field of real objects of reality where competences find their confirmation, the socio-practical necessity and importance of competences, the student's understanding of the essence and personal importance of competence according to his attitude to the object.

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INTRODUCTION

The structural structure of competencies in the development of gender equality thinking in students includes the following: types of competencies with a general level: (basic, general, specific competencies); the field of real objects of reality where competences are confirmed; socio-practical necessity and importance of competencies; understanding of the essence and personal importance of the competence by the student according to his attitude to the object;

assimilation of information related to a real object; minimum necessary work experience of a student in a certain field of competence;

indicators – examples of educational and control-evaluation assignments to determine the student's competence, taking into account the educational stages (class).

MAIN PART

In order to provide pedagogical support to students in the formation of gender equality thinking, it is appropriate to organize regularly developing didactic actions in order to improve their activity in the learning process. As a result of didactic actions aimed at the development of students, they rise to a certain stage of their development. As a result of this, students' abilities and intellectual powers are realized. Along with the traditional types of work, the development of facilitative educational technology of organizing independent learning activity is also important in forming the gender equality mindset of students. Independent work plays an important role in this. The analysis shows that the term "independent work" refers to such educational activity, in which, along with the acquisition of knowledge, the formation of skills is ensured.

Independent work is an active method of education that solves the educational task assigned by the teacher and under his guidance. Independent work is the organization and implementation of concrete activities of students in connection with the set goal. Independent works of students are activities based on their high level of activity, creativity, independent analysis, initiative.

Independent work is one of the forms of learning, in which students consciously set one or another tasks and goals, plan and implement activities, and self-evaluate.

Independent work has several specific features: the uniqueness of independent work as an active (active) method of education is based on actions that the student performs without the help of the teacher, he chooses the methods of performing these actions himself, improves many actions, controls them in connection with the set goal; the second characteristic of independent work is reflected in self-control, which is considered a form of management of student activity; the third characteristic is the evaluative activity, which is strongly related to self-control and plays an important role in self-management; independent work always ends with some result. This is manifested in the form of doing exercises, solving tasks, writing essays, filling in tables, creating graphs, and preparing to answer questions.

In modern conditions, it is appropriate to use new information technologies to organize students' independent work: searching for information on the network - using a web browser, database, information search, information-reference systems, automated library systems, use of electronic journals; independent works related to information search and processing include: writing abstracts and reviews; write reviews on sites related to the topic; analysis of existing abstracts on a certain topic, their assessment; write your own version of the lecture plan or a certain part of it; making a list of used literature; preparation of tapes from practical training; holding a discussion on the topic; work on a web quest prepared by the teacher or found on the network; implementation of dialogue on the network - use of e-mail, synchronous teleconferences. Dialogue in the network can be organized in the following form: discussion of lectures held or planned to be held; communicating with experts or students in a synchronous teleconference (chat); creation of a thematic web page, web quest (assignment) - use of html-editor, web-browser, graphic editors. The following methods can be used to create a thematic web page, web quests (assignments): posting abstracts and reviews, works done by students on the site; publishing a list of literature on the topic; creation of thematic web pages on individual and small group work; create web quests to work on the topic and post them on the course site.

Relying on the principle of student-centered education in the formation of gender equality in students is the most appropriate way in the modern education system. The educational process is organized in such a way that conditions are created for the effective implementation of the student's independent work, and the teacher is directly involved in this process. A person-oriented approach to the organization of independent work raises the student to a level of personal importance, which, in turn, allows for increased activity and creativity in any type of independent work. As a result, the independent work system appears as an organizationally complex whole, that is, a whole whose "interaction of its parts is more important than their own."

Changes in the socio-economic, political, and spiritual spheres taking place in our society in modern conditions accelerate the introduction of innovations into the education system. In particular, there is a need to change the forms and mechanisms of the conditions for organizing the educational process. Especially, this situation can be clearly observed in the field of general secondary education. From this point of view, the issue of facilitative approach in the formation of students' gender equality thinking is becoming more and more interesting in pedagogy and psychology.

The word "facilitation" is derived from the English language, "facilitate" means to help, ease, strengthen. Facilitation is a way of positively influencing the student, creating a positive atmosphere in the group, making learners believe in their own strengths and supporting them in their independent activities.

Currently, social and pedagogical types of facilitation are shown separately. Social facilitation is a social psychological phenomenon. Social facilitation in Latin - "socialis facilitatar" - means social facilitation. Pedagogical facilitation serves to increase the effectiveness of education (teaching, education) based on supporting the activities of learners. In this case, qualitative development is achieved as a result of the use of a special communication method by the pedagogue in the pedagogical process.

It is known that the basis of pedagogical facilitation is the cooperative work of students in groups. In connection with the organization of independent work of students in schools of general secondary education, a lot of attention is paid to the use of individual, group and collective forms of work. In particular, the technology of organizing independent work was developed on the basis of pedagogical facilitation aimed at forming the mindset of gender equality of students.

A student's gender equality thinking is formed by developing analytical and critical thinking skills, mastering logical methods of perception and processing a large amount of information, and this is the purpose of the presented educational project, and it helps in substantiating its hypothesis. In order to achieve this goal, it is necessary to conduct experiments, analyze the results, summarize, compare, determine the laws of development, draw conclusions, and justify one's point of view. In this way, in the educational project on the formation of gender equality thinking in students, the main attention is focused on the development of intellectual competence.

The use of practically oriented projects is effective in forming the mindset of gender equality in students. In the simplest case, the teacher can ask students to create science handouts or game scenarios, glossaries, science atlases. In the process of working with practically oriented projects, students not only develop knowledge, skills and abilities in science, but also develop competence in activities.

Since the greatest attention in English language training is focused on the formation of gender equality thinking in students, it is important to choose the texts accordingly. For example, during the research period (2019-2022), we presented the following text to the students of the 1st stage and managed to develop their creative abilities.

ISSUES OF GENDER EQUALITY IN UZBEKISTAN

(Clarification of gender equality issues in Uzbekistan)

Sh. Mirziyoyev actively raises issues of gender equality in Uzbekistan. The adopted Action Strategy for five priority areas of development of the Republic of Uzbekistan in 2017-2021. highlights in the block of development of the social sphere the task of increasing the socio-political activity of women, strengthening their role in the management of the state and society, ensuring the employment of women, graduates of professional colleges, their wide involvement in entrepreneurial activities, and further strengthening the foundations of the family.

In 2018, by presidential decree under the Cabinet of Ministers of the Republic of Uzbekistan, the scientific and practical research center "Oila" ("family" in translation from Uzbek) was established, the purpose of which was to pursue a unified state policy in the field of strengthening the institution of the family. In 2019, in accordance with the Decree of the President of Uzbekistan "On measures to further strengthen guarantees of labor rights and support for women's entrepreneurial activities", a Commission on Ensuring Gender Equality of the Republic of Uzbekistan is being created.

Also in 2019, legislative reforms of a breakthrough nature were carried out: the laws "On Guarantees of Equal Rights and Opportunities for Women and Men" and "On the Protection of Women from Harassment and Violence" were adopted, the Committee of the Senate of the Oliy Majlis on Women and Gender Equality was formed, a draft gender equality strategies.

In February 2020, the reforms continue: a new state structure is being created - the Ministry for Support of the Mahalla and Family of the Republic of Uzbekistan. At the same time, the transformation of research centers is underway, in particular, now on the basis of the Oila Center and the Mahalla Research Center, the Mahalla va Oila Research Institute (in the lane "Mahalla and Family") has been established and transferred to the structure of the Ministry.

An important area of activity of the new ministry is social support for women: protecting the rights and legitimate interests of women, increasing their role and activity in the country's socio-political life, and so on. The website of the ministry has already been launched in test mode, where you can see a fairly broad competence and multidirectional tasks of the ministry.

Despite active measures to promote the gender agenda, dilemmas and some contradictions arise in public policy. Firstly, the clear regulation and tasks of each structure that is responsible for gender equality

issues are still not clear. Secondly, taking into account the recently discussed proposal to create an Agency for Women's Affairs, the question arises of coordinating and even duplicating the functions of this or that state structure in the context of the global crisis.

At the same time, joint projects began to appear as "Empowering women to participate in public administration and increase their activity in socio-economic life" within the framework of the Women's Committee of Uzbekistan. The activities within the framework of non-governmental projects in Uzbekistan are widely publicized: "Ne Silence Movement, founded by Irina Matvienko", the festival "Not Guilty", the exhibition "What You Were Wearing" by Anastasia Cherepanova and Vera Sukhina, the project "Exponaut" by Nigina Kholmukhamedova and Anastasia Kuryleva, etc. Obviously, the discussion of gender issues also helps to strengthen the image of the authorities both within the country and abroad[ ].

After reading a given text, students were asked to respond to the text from their own perspective and to submit small written projects.

As students prepared small creative projects, we observed that they had a great drive and motivation to develop communicative competence. For example, it should be noted that a group of students consisting of a group of 3 people was able to prepare the following sub-project.

Sub-project 1:

Women in Gender Equality

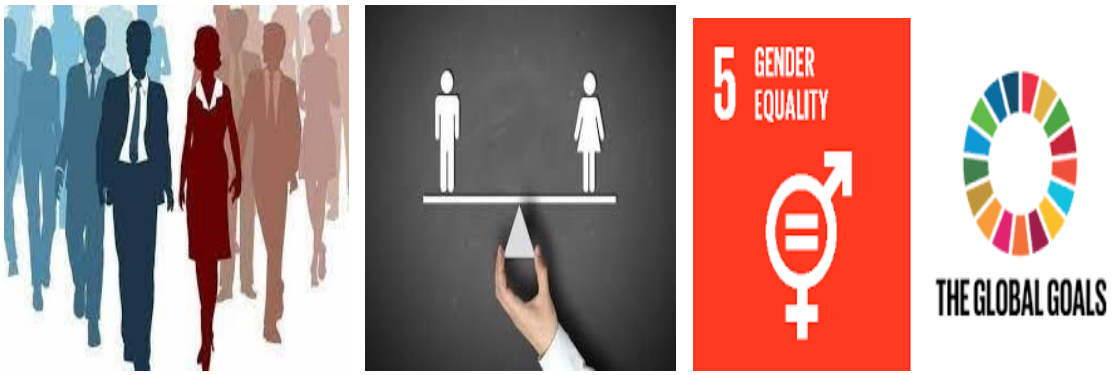
(Text prepared by students)

Since 2017, the World Bank has been publishing studies on country rankings in terms of gender equality. Recently published was the sixth series of Women, Business and the Law 2020, which analyzed the laws and regulations affecting women's economic opportunities in 190 economies. Countries were ranked based on eight indicators built around women's interactions with the law: pay, employment, running a business, managing women's assets, pensions, freedom of movement, marriage, and motherhood (having children).

Uzbekistan scored 100 on indicators such as freedom of movement and women's management of their assets. The freedom of movement indicator is equally high in other Central Asian countries, as is the assets indicator

Economic indicators such as employment opportunities, wages and pensions are almost equally poorly measured in all countries of Central Asia.

The Employment Indicator analyzes laws that influence women's decisions to enter the labor market, including women's legal and employability, and workplace protections from discrimination and sexual harassment. The Pay Index measures laws that affect occupational segregation and the gender pay gap. The Pension Benefit Indicator assesses laws that affect a woman's pension



2.2.1. Pictures submitted by students for a small project presentation

A number of forms and methods were used in the implementation of the educational project in English language classes. It was necessary to resort to different methods at different stages in the formation of the mindset of gender equality in students. In this process, the activities of teachers and students also differed from each other.

In addition to projects, cases were also used in English language classes to form the mindset of gender equality in students.

It is known that cases are divided into small, medium and large sizes according to their size. Small-sized cases can contain half - one, medium-sized cases - two, large-sized cases - one hundred - two hundred pages of information. It is necessary to use small and medium-sized case assignments in connection with the outlook of students in HEIs. Also, according to the form of presentation, printed, multimedia and video cases differ. Printed cases contain not only text, but also graphics, tables, diagrams, and illustrations that make it more visual. Multimedia cases have an audiovisual description, and the scope of the effect increases through animations. Video cases are presented on the basis of videos and TV films. However, compared to multimedia and video cases, it is possible to effectively use case assignments in printed form in the teaching process. Because in the process of working with case assignments, it is necessary for the student to refer to the situation several times, to analyze the individual elements of the situation. Multimedia and video cases somewhat limit this possibility.

During the research period, the use of the situational analysis (case-study) strategy in English language training was based on the following algorithmic sequence:

I. Preparation stage. The English language teacher prepares a real situation, additional information materials on the topic of gender equality, defines the goals and objectives of the training.

II. Dating stage. At this stage, the student is involved in the discussion of the real situation: giving a short annotation about the situation; state the situation; news material; glossary.

III. Main (analytical) stage: teacher's introduction; divide students into groups of 3-4 members; organizing work in groups: discussing the situation, identifying problems; initial discussion - discussion of problems reflected in the situation in small groups, search for evidence and solutions; substantiating discussion - presenting the results of the analysis, concluding the discussion, coming to concrete solutions.

IV. Final stage: conducting presentations on the results of analytical work; summary summary of the teacher; student evaluation.

For example, the following small case assignment with a practical description can be used in the course of the exercise on the topic "Women's gender equality" in the non-auditory training for students of the 1st stage:

Case: Most scholars agree that addressing women's gender equality is a complex, mythical problem. They believe that stabilizing the gap between women and men is a very difficult problem, especially in Central Asia.

Questions to evaluate the situation: What is the main problem in this case assignment? Will the issue of women's gender equality remain a myth? Have you studied the opinion of foreign and domestic scientists about gender equality?

In order to complete the case assignment, the teacher should give the students the task of reading and studying excerpts of the law, normative documents used in the textbook on the use of Internet information, organize and conduct a lesson based on the case assignments for generalization and repetition. Thus, while the greatest attention is paid to the formation of the gender equality mindset in the English language classes, the use of educational projects and different types of cases made it possible to increase the students' interest in learning and solve various tasks related to the formation of the gender equality mindset.

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