

METHODOLOGY OF ORGANIZING EDUCATIONAL ACTIVITIES BASED ON THE GENDER APPROACH IN SECONDARY SCHOOLS

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Abstract: *This thesis explores the methodology of organizing educational activities based on the gender approach in secondary schools. It analyzes pedagogical methods that foster equal participation, eliminate stereotypes, and develop students' social competence. The study also highlights the importance of curriculum design and teacher professionalism in implementing gender-responsive education.*

Keywords: *gender approach, educational methodology, secondary education, equality, pedagogy, stereotypes, curriculum.*

The educational process is one of the most influential factors in the development of students' personalities and social values. A gender approach in education seeks to create conditions where all learners can realize their potential without restrictions caused by socially constructed gender stereotypes [1].

Traditional educational practices often reflect cultural assumptions regarding the roles of males and females. These assumptions may unconsciously influence teachers' expectations, classroom interactions, and students' career aspirations. Therefore, adopting gender-responsive methodologies has become an important priority in contemporary pedagogy.

The methodology of organizing educational activities through a gender approach begins with curriculum development. Learning materials should present balanced representations of women and men in science, literature, politics, and other fields. This helps students recognize that success and leadership are not determined by gender.

Interactive teaching methods play a significant role in implementing gender-responsive education. Group discussions, role-playing activities, project-based learning, and collaborative assignments encourage students to exchange ideas freely.

and respect diverse perspectives [2]. Such methods reduce gender bias and strengthen communication skills.

Teachers are central to the success of this methodology. They should maintain objectivity during classroom management and avoid differential treatment based on gender. Professional development programs focusing on gender awareness can help educators identify and eliminate hidden biases from their teaching practices.

Extracurricular activities also provide opportunities for strengthening gender equality. Sports competitions, leadership clubs, and social projects should encourage participation from both boys and girls. Equal access to these activities contributes to the development of self-confidence and leadership abilities among students.

Digital education has introduced new possibilities for gender-responsive teaching. Online learning platforms, educational applications, and virtual collaboration tools provide flexible learning opportunities and reduce barriers related to traditional classroom dynamics [3].

Furthermore, cooperation between schools and families is essential for achieving sustainable results. Parents should be informed about the objectives of gender-sensitive education and encouraged to support equality within the home environment. Educational institutions and families working together create a stronger foundation for positive social change.

Modern educational reforms increasingly recognize that gender equality is directly connected with quality education and sustainable development. Integrating gender approaches into school methodology contributes to the formation of tolerant, creative, and socially responsible citizens [4].

Conclusion

The implementation of a gender approach in secondary school education requires systematic pedagogical strategies and methodological innovations. Balanced curricula, interactive teaching methods, teacher competence, and family involvement create favorable conditions for students' comprehensive development. As a result, gender-responsive education becomes an important tool for building a fair and inclusive society.

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