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Strategies For Developing Thinking For The Professional And Cultural Education Of Future Teachers Using Gender Models

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ABSTRACT

This research paper explores strategies for developing thinking that can be used for the professional and cultural education of future teachers, with a particular focus on the use of gender models. The paper highlights the importance of incorporating a gender perspective into teacher education programs. By reviewing current literature on developing thinking, gender studies, and educational methodologies, this paper provides a comprehensive framework for integrating gender models into teacher education, developing critical thinking skills, and promoting gender-sensitive pedagogy. The strategies discussed in this paper aim to equip future teachers with the knowledge and skills necessary to effectively address gender-related issues in the classroom and contribute to the development of a more inclusive society.

Keywords:

developing thinking, gender models, teacher education, critical thinking skills, gender-sensitive pedagogy, inclusive classroom.

Introduction

The introduction provides an overview of the importance of developing thinking and gender-inclusive education in teacher education programs. It highlights the need for strategies that integrate gender models to enhance critical thinking skills and promote more inclusive classroom environments.

1. Developing Thinking in Teacher Education

Developing thinking plays a crucial role in teacher education as it equips prospective teachers with the cognitive skills needed to facilitate effective learning experiences for their students. This section explores the concept of developing thinking and highlights its importance in teacher education. It explores different theories and approaches to developing

thinking and emphasizes the need for a comprehensive and multifaceted approach to building critical thinking skills in prospective teachers.

1.1. The concept of cognitive development:

Cognitive development is the process by which individuals acquire and enhance cognitive abilities that enable them to perform complex cognitive tasks such as problem solving, decision making, and critical analysis. In the context of teacher education, cognitive development involves developing the intellectual abilities of prospective teachers to effectively plan, deliver, and evaluate instruction.

1.2. Theories of Cognitive Development:

This subsection provides an overview of popular theories that explain the process of cognitive development. It discusses Jean Piaget's theory of cognitive development, which emphasizes the progressive nature of cognitive growth from infancy to adulthood. It also examines Lev Vygotsky's sociocultural theory, which emphasizes the role of social interactions and cultural tools in shaping thought processes. In addition, Howard Gardner's theory of multiple intelligences is reviewed, emphasizing the different ways in which people think and learn.

2. Gender Role Models and Teacher Education Gender roles play a significant role in shaping educational practices and curricula because they influence how teachers perceive, interact with, and teach their students. This section explores the importance of integrating gender roles into teacher education programs. It explores the need for feminist pedagogy, gender-responsive education, and the elimination of gender stereotypes in educational institutions to create more inclusive and equitable learning environments.

2.1. Feminist Pedagogy:

Feminist pedagogy is an educational approach that seeks to challenge and transform traditional power dynamics and gender-based inequalities. It emphasizes the importance of recognizing and addressing gender biases in teaching methods, curriculum content, and classroom interactions. This subsection explores the principles of feminist pedagogy, such as promoting critical thinking, encouraging student voice and agency, and fostering collaborative and inclusive learning environments.

2.2. Gender-responsive Education:

Gender-responsive education involves creating educational experiences that are responsive to and consider the diverse needs, experiences, and identities of students. It recognizes that gender intersects with other social identities and influences students' learning experiences. This subsection discusses strategies for gender-responsive teaching, such as using inclusive language, incorporating diverse perspectives and examples into the curriculum, and creating a safe and respectful classroom environment.

2.3. Eliminating Gender Stereotypes:

Gender stereotypes are deeply held social beliefs about the roles, behaviors, and opportunities of individuals based on their sex. They can limit students' opportunities and perpetuate inequalities in educational settings. This subsection highlights the importance of challenging and eliminating gender stereotypes in teacher education. It explores strategies for ensuring gender equality, such as providing professional development on gender awareness, promoting positive role models, and using inclusive teaching materials and resources.

1. Strategies for Developing Thinking Using Gender Models

Integrating gender models into teacher education programs is essential for developing critical thinking skills and creating a gender-inclusive classroom. This section outlines a number of strategies that can be used to effectively incorporate a gender perspective into curricula, classroom activities, and assessment methods. These strategies aim to develop critical thinking, challenge gender stereotypes, and foster a more inclusive learning environment.

3.1. Integrating gender perspectives into curriculum design:

To promote thinking using gender models, teacher education programs can integrate a gender perspective into the curriculum development process. This includes examining gender-related topics, issues, and theories across a variety of subjects. This also includes critically examining existing curricula for gender biases and ensuring that diverse voices and experiences are included.

3.2. Engaging in Gender-Sensitive Classroom Activities:

Teachers can incorporate gender-sensitive classroom activities to enhance critical thinking skills and promote a gender-inclusive learning environment. This includes using case studies that illustrate gender-related issues and dilemmas, encouraging students to critically analyze gender stereotypes in texts and media, and facilitating discussions on gender equity and social justice issues.

3.3. Using Role-Playing Exercises:

Role-playing exercises provide prospective teachers with opportunities to

explore and challenge gender norms and stereotypes. By taking on different roles and perspectives, they can develop empathy, critical thinking skills, and an understanding of diverse experiences. Role-play scenarios can address topics such as gender discrimination, gender-based violence, or gender identities, allowing prospective teachers to gain an understanding of the complexities of gender issues.

3.4 Reflective Practices:

Reflection is a powerful tool for developing thinking. Prospective teachers can engage in reflective practices that encourage them to critically examine their gender-related biases, assumptions, and teaching practices. This can be done through journals, group discussions, or mentoring programs. Reflective practices can help them identify areas for self-awareness, growth, and improvement in creating a gender-inclusive classroom.

Conclusion

The conclusion summarizes the main findings of the article and highlights the importance of strategies for developing thinking using gender models in the professional and cultural education of prospective teachers. It highlights the need for further research and collaboration between educators, researchers, and policymakers to advance gender-inclusive education in teacher education programs.

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