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Improving the Methodology for Stabilizing Gender Relations Among Students

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Abstract

This article presents the results of a study aimed at stabilizing gender relations among students. This study aims to address the lack of sufficient empirical evidence regarding the practical effectiveness of theoretical recommendations on gender relations in the country's higher education system. The article also describes the results of a three-stage (diagnostic, formative, and control) pedagogical experiment conducted between 2022 and 2025 to evaluate the effectiveness of a personality-oriented and value-based pedagogical model. Students of Andijan, Namangan, and Termez state pedagogical institutes participated in the study on a voluntary basis. Data was collected using a comprehensive approach, including surveys, testing, structured observations, and interviews. At the beginning of the diagnostic stage, no significant difference was found in knowledge and understanding of gender relations between the experimental and control groups; at the formative stage, the experimental group participated in interactive sessions on the topic (case studies, role-playing games, and focus group discussions), while the control group received traditional instruction. The final analysis statistically confirmed an average increase in efficiency of 11.18% in the experimental group compared to the control group. This indicates that the proposed methodology is much more effective than the traditional teaching approach. The research results confirmed the need for the systematic implementation of gender-sensitive, interactive pedagogical methods in higher education institutions and the enhancement of teachers' professional training in gender pedagogy.

Keywords: Gender relations in higher education, gender sensitivity, interactive pedagogical methods, personality-oriented and value-based approach

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Introduction

Ensuring gender equality in higher education and stabilizing gender relations among students is one of the urgent scientific and practical problems of modern pedagogy. Although many theoretical studies have shown the negative impact of gender stereotypes on the educational process, the practical results of these theoretical conclusions in a real educational environment have not yet been sufficiently studied empirically. The aim of this study is to statistically substantiate the practical effectiveness of a student-centered, value-based pedagogical model aimed at developing gender sensitivity in students through a pedagogical experiment.

Review of the Literature

Gender research in pedagogy is developing mainly in two directions: the first is the theoretical substantiation of gender relations [1], and the second is the development of a methodology for implementing a gender approach in the practical educational process (Sharifzoda, 2023; Urishov, 2026).

In 1993, the prominent American psychologist and feminist scholar S. L. Bem introduced the concepts of "androgynia" and "gender scheme theory" into psychology, emphasizing the important role of the socio-cultural environment in the formation of gender identity (Kon, 2019). The sociologist, psychologist, anthropologist, and philosopher I.S. Kon, as one of the founders of gender studies, childhood ethnography, and gender pedagogy, substantiated the decisive importance of the socio-cultural environment in an individual's gender identity (Bem, 1993). Sociologist and Doctor of Philosophical Sciences, Professor A.V. Merenkov defines gender education as a systemic component of the pedagogical process (Merenkov, 2023).

In the research conducted by domestic scholars on ensuring gender equality in the higher education system, applying gender approaches in science and society, and creating equal opportunities for women, issues of improving educational processes through increasing the culture of gender equality in higher education, ensuring women's participation in management as an important factor for sustainable development, overcoming traditional stereotypes in the academic sphere, and integrating gender modules have been studied in depth (Kataeva et al., 2026).

Researchers have developed a methodology for organizing the educational process free from gender stereotypes in the higher pedagogical education system, educating students in the spirit of "equal partnership" (parity), as well as a methodology for implementing the culture of gender equality using pedagogical mechanisms as a deontological (ethical) phenomenon formed through legal, educational, and family values (Urishov, 2026). At the same time, researchers emphasize that gender equality should be evaluated differently from Western models, considering the Oriental mentality, historical values, and the sanctity of the institution of the family; the current priority is to ensure the high status of women in society and the family within the framework of Islamic teachings and to maintain traditional stability in harmonizing national legislation with international standards (Norqulov & Alimjanova, 2022).

According to the latest bibliometric analysis, the number of publications dedicated to gender topics in the leading higher education journals in the Web of Science index increased significantly between 2018 and 2024 (totaling 1,142 publications), indicating a rapidly growing scientific and institutional interest in gender research worldwide (Kataeva et al., 2026).

Although the above studies show a growing interest in gender issues in higher education, the practical implementation of gender education in our country's curricula remains limited. In the available literature, there is a small number of statistically confirmed effectiveness indicators of theoretical recommendations on gender education through pedagogical experimentation. It is this gap that defines the scientific novelty of this study-the study is dedicated to developing a methodology for stabilizing gender relations among students.

At the same time, it should be noted that the topic requires an approach from the perspective of its impact on the future of the nation and the people. The categories of gender equality, gender justice, and gender culture should be formed through pedagogical mechanisms based not only on legal issues but also on education, upbringing, and national-religious values and implemented into practice as a deontological phenomenon (Urishov, 2026); the Eastern mentality, historical values, and the sanctity of the family require the implementation of "gender equality" in a way that differs from Western models (Norqulov & Alimjanova, 2022). From a pedagogical perspective, studying the general social aspects, socio-historical foundations, cultural and spiritual characteristics of gender equality, as well as the

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socio-economic, legal, and educational-organizational features of addressing women's issues within the framework of Islamic teachings, is a particularly important task.

Studying this pressing issue "in connection with customs, national culture, social institutions, law, and society, from the perspective of their socio-legal status, participation in economic relations, role in the political system, cultural development, and religious life, as well as their role in the formation and strengthening of family relations, based on national, historical, and religious traditions and values" allows for an objective approach to the issue of gender equality in society (Muhammadyunusova, 2024).

Methodology

The study was conducted in three stages (diagnostic, formative, and control) between 2022 and 2025. Future teachers studying in the field of "Pedagogical Education" at Andijan State Pedagogical Institute, Namangan State Pedagogical Institute and Termez State Pedagogical Institute were involved in the experiment. Participants were randomly assigned to the experimental group (n=120) and the control group (n=126). All participants were informed in advance about the purpose of the study and participated voluntarily.

The following methods were used comprehensively during data collection:

- a specially developed questionnaire that measures knowledge and attitudes regarding gender equality;
- Test assignments assessing the level of knowledge of the equality provisions of the Constitution of the Republic of Uzbekistan and international legal norms;
- compiled observation sheets recording behavior in educational and group activities;
- individual interviews and focus group discussions for in-depth study of students' personal views.

The assessment was based on the "knowledge-attitude-activity" triad and was conducted according to seven criteria (gender-sensitive communication, empathy and respect, socially active participation, critical approach to stereotypes, responsible behavior based on values, adherence to the principles of equality,

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reflection, and self-esteem); each indicator was assessed at "high," "medium," and "low" levels.

At the formative stage, interactive, student-centered, and value-based pedagogical methods (social case studies, pedagogical situations, role-playing techniques, focus group discussions) were applied to the experimental group. The control group was taught the same topics in the traditional lecture-seminar format without additional interactive methods. This difference between the two approaches made it possible to compare the results of the groups at the final stage (Yuldasheva, 2025b).

The Pearson chi-square ($\chi 2$) criterion was used to determine the statistical significance of the difference between the experimental and control groups. First hypothesis (H0): there is no difference in the level of achievement between the two groups; alternative hypothesis (H1): there is a statistically significant difference between the groups. The critical (table) value according to the degree of freedom K=2 and the confidence level p=0.95 (α=0.05) was determined as $\chi 2cr$=5.991.

Results and Discussion

The model implementation strategy was based on a sequence of three consecutive stages. At the diagnostic stage, the baseline state of all participants was assessed, and the experimental and control groups were prepared for comparison under equal conditions. At the formative stage, the experimental group was taught using interactive, student-centered, and value-based methods (social case studies, pedagogical situations, role-shifting techniques, focus group discussions), while the control group was taught in the traditional lecture-seminar format. At the control stage, a final analysis was conducted, and the results of the two groups were compared. Systematic, step-by-step training allowed for the individual observation of each element of the model and the precise measurement of its impact.

The preliminary assessment conducted at the beginning of the experiment showed that there was no statistically significant difference between the experimental and control groups in all three higher education institutions (see Table 1), which ensured the objectivity of the subsequent comparison.

Table 1. Diagnostic stage at the beginning of the experiment, generalized for all higher educational institutions.

Group	High Medium Low	High Medium Low	High Medium Low
Experimental group (120)	19 (15,83%)	50 (41,67%)	51 (42,5)
Control group (126)	20 (15,87 %)	53 (42,06 %)	53 (42, 06)

At the formative stage, students' gender sensitivity was gradually developed. Initially, students whose level of "knowledge" of gender stereotypes was passive began to develop a critical "attitude" toward stereotypes through group discussions and case studies in the following weeks. In the final stage, these views began to manifest at the "activity" level in the real behavior of the students and the group. As a result of this three-stage triad - "knowledge, attitude, activity," growth dynamics were consistently observed in all three higher education institutions. The final assessment conducted after the pedagogical intervention at the formative stage showed a significant difference between the two groups (see Table 2).

Table 2. Generalized results for all higher educational institutions at the control stage at the end of the experiment.

Group	High Medium Low	High Medium Low	High Medium Low
Experimental group (120)	39 (32,5%)	66 (55%)	15 (12,5)
Control group (126)	33 (26,2 %)	52 (41,3 %)	51 (40, 5)

In the experimental group, the share of high-level students increased from 15.83% to 32.5%, the average level from 41.67% to 55.3%, and the low level decreased from 42.5% to 12.5%. In the control group, the change in these indicators was insignificant.

According to the statistical analysis, the calculated chi-square value ($\chi 2obs=67.16$) was significantly higher than the critical (table) value ($\chi 2cr=5.991$) ($\chi 2cr < \chi 2obs$,

p<0.05). Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted.

This statistically confirmed that the difference between the experimental and control groups was not accidental, but the result of the applied pedagogical intervention. The overall efficiency indicator of the experimental group was on average 11.18% higher than that of the control group.

Based on the results of the experimental testing, it was proven that the proposed teaching methodology is more effective than the traditionally applied teaching methodology. The conducted research confirmed the correctness of the proposed scientific hypothesis (see Fig. 1).

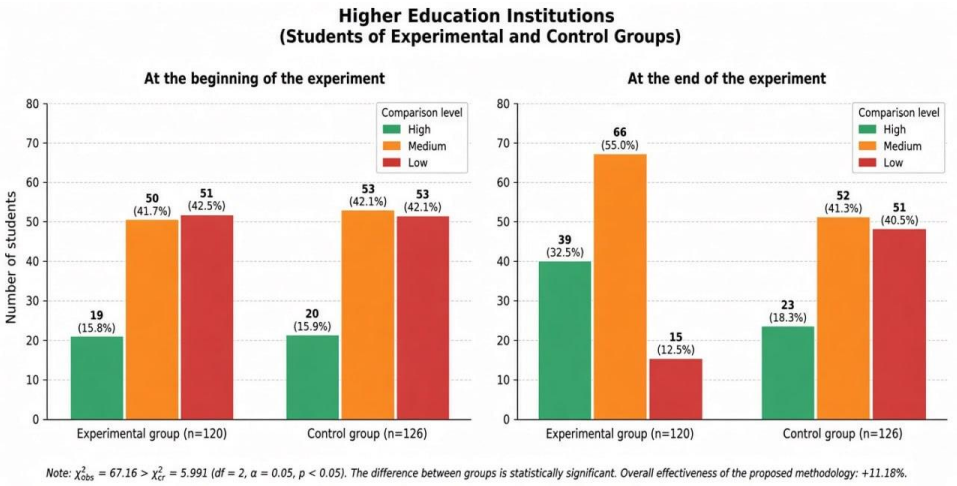

Figure 1. Diagram of average student achievement at the beginning and end of the pedagogical experiment (for all higher educational institutions).

The results of observations and interviews also confirmed quantitative changes: it was noted that the share of female and male students participating in group discussions in the experimental group significantly increased, critical thinking skills regarding gender stereotypes were developed, and the level of acceptance of gender equality as a personal value rose higher (Yuldasheva, 2025a). In the control group, qualitative changes were not significant.

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As factors that contributed to the successful implementation of the model, it is worth noting the teacher's training in gender pedagogy and the increased interest of students due to the use of interactive methods, as well as the support of the project by the administrations of higher educational institutions. At the same time, several hindering factors were noted: the persistence of existing traditional views among some students, limited time allocated to classes, and the uneven gender ratio in the groups, which may affect the even distribution of results. Taking these factors into account is important for the wider implementation of the model in the future.

General Discussion

The results obtained confirm existing theoretical views on gender education in practice (Bem, 1993; Kletsina, 2022; Kon, 2019; Merenkov, 2023) and indicate that student-centered, interactive pedagogical approaches are much more effective than traditional teaching methods in developing gender sensitivity (Norqulov & Alimjanova, 2022). This result confirms that overcoming gender stereotypes is more effective not only through the provision of theoretical knowledge but also through the active involvement of students in real pedagogical situations, case studies, and role-playing games.

As researcher R.M. Medetova notes, increasing the gender culture of students and forming tolerance skills in pedagogical practice "will have a positive and sustainable impact only when carried out on the basis of national traditions and spiritual values" (Medetova, 2020).

Given the scale of the effect within the gender composition of respondents in the study, it would be advisable to involve a broader range of students from various stages and fields in future research and to verify the stability of results through long-term (longitudinal) observation.

Conclusion and Recommendations

The conducted three-stage pedagogical experiment statistically confirmed the practical effectiveness of the student-centered, value-based pedagogical model aimed at stabilizing gender relations ($\chi 2obs=67.16 > \chi 2cr=5.991$, $p<0.05$). The innovative methodological system and the "tolerant-student" model implemented in practice increased the gender culture and the effectiveness of educational and

cognitive activities of student youth by an average of 11.18%. These results justify the need for the systematic implementation of gender-sensitive, interactive pedagogical methods in higher education institutions, as well as the improvement of the professional training of teachers in gender pedagogy.

Higher educational institutions are recommended to systematically incorporate social cases and pedagogical situations into curricula and the content of independent study, and to implement the practice of monitoring students' gender culture.

The fact that the issue of gender equality is relevant not only from a socio-political but also from a pedagogical and educational point of view today, the multi-layered nature of the problem requires its comprehensive study through the following aspects. A systematic study of the general social aspect, socio-historical foundations, cultural and spiritual characteristics, and the issue of women within the framework of Islamic teachings in their interconnection and within the context of the pedagogical educational process serves to develop the scientific-theoretical and practical-methodological foundations for the formation of gender culture in student youth.

In this regard, we would like to express our gratitude to the teaching staff of the Andijan, Namangan, and Termez State Pedagogical Institutes, as well as to the volunteer student-respondents, for their support during the three-year research process.

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