

PEDAGOGICAL CONDITIONS OF PROFESSIONAL SOCIALIZATION OF HIGH SCHOOL STUDENTS ON THE BASIS OF GENDER APPROACH

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ABSTRACT

This article takes into consideration some fundamental gender concepts in terms of pedagogical point of view at educational establishments and discusses the role of teachers in socialization within schools.

Key words: *gender concepts, gender equities, stereotype, gender relation, curriculum, school culture, combating.*

Gender is a concept that is widely used and perceived in many quarters to mean “women’s issues”. In reality, gender refers to socially determined roles and relations between males and females. From the wider picture, the term “gender” refers to a socio cultural classification of women and men. This classification is based on societal norms and values that define the roles men and women should play in society.

Gender roles can therefore be changed and vary over time and from community to community. These gender roles are consciously or unconsciously carried into the classroom dynamics by both teachers and students.

Some fundamental gender concepts

A number of related concepts underlie the development of a clear understanding of gender:

- **Gender discrimination:** Denying opportunities and rights or giving preferential treatment to individuals on the basis of their sex.
- **Gender equality:** The elimination of all forms of discrimination based on gender so that girls and women, boys and men have equal opportunities and benefits.
- **Gender equity:** Giving equal treatment to both girls and boys, women and men to access resources and opportunities. In the provision of education it refers to ensuring that girls and boys have equal access to enrolment and other educational opportunities.
- **Gender relations:** Relationships between women and men acquired through the process of socialization in terms of power sharing, decision -making, and division of labour within the household and in the society at large.
- **Gender stereotype:** The constant portrayal, such as in the media, conversation, jokes or books, of women and men occupying social roles according to a traditional gender role or division of labour.

The gender inequities pervading society are carried into the school environment. This is evidenced in school processes such as teaching, teacher–student interaction, school management, and the plan and design of the physical infrastructure. Teaching and learning materials, for example, may contain gender stereotypes. Teachers are not always aware of the gender specific needs of both girls and boys. School management systems may not sufficiently address gender constraints such as sexual harassment, and many schools do not have adequate or separate toilets for girls and boys. As a result, the schools do not provide a gender responsive environment for effective teaching and learning to take place.

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Increasing attention has been given to the importance of achieving gender equality in education. To date, however, most efforts have focused on addressing gender parity - an equal number or proportion of girls and boys accessing educational opportunities. Although simple gender parity may be easier to measure, gender equality encompasses a wider concept, of which gender parity is only a part.

Gender equality moves beyond access and requires that girls and boys also experience the same levels of quality and outcomes of education. One of the key impediments to achieving gender equality in education is that it cannot be addressed in a vacuum; rather, educational institutions are products of the inequalities that exist in larger society. Educational institutions are shaped by the societal forces that perpetuate gender-based discrimination; yet, they can also be essential tools to effect great change throughout a community or social context. Behaviours and beliefs formed in schools and educational institutions can have a lasting impact on gender relations in society. Education systems are both a result of external forces and instrumental to perpetuating or alleviating gender disparity around the world.

The socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently. When an administrator ignores an act of sexual harassment, he or she is allowing the degradation of girls. When different behaviors are tolerated for boys than for girls because 'boys will be boys', schools are perpetuating the oppression of females.

Teachers play a crucial role in every classroom. They are the actors who shape the success or failure of their students. Their interpretation of the curriculum, interaction with learners, and way they assign duties and homework, are important factors in a child's schooling. The following are some of the role of teachers to reinforcing gender equality.

Teachers and teacher educators should examine their syllabuses with the view of incorporating a gender dimension by:

- including the introductory themes on gender;
- by exploring gender issues within some of the topics of existing syllabus.

Teacher educators themselves be gender sensitive through gender awareness and sensitization programs. Teacher educators and teachers should employ engendered patterns of classroom organization and interaction, and Teacher educators and teachers should engendered teaching approaches be employed.

Teachers and teacher educators should: a) conducting workshops, b) introducing engendered classroom organization and interaction; c) introductory lessons on gender; d) focus on gender issues within the existing syllabus topics; e) introducing gender issues career guidance; f) analyzing gender issues in instructional materials and g) conducting research projects on gender issues.

We know that education systems reproduce gender stereotypes in various ways:

- Curriculum, including course contents and knowledge;
- Teachers' training and other professional groups' training: non-teaching staff such as administrative and support staff; school psychologists; school and vocational guidance teachers; special education teachers.
- Pedagogical practices (individual and collective): disciplinary (in class) and interdisciplinary, such as schools' projects; teaching materials, including textbooks and digital resources;

■ School culture, including communication within and outside school, physical spaces' organization;

■ Relationship with the community, especially families, municipalities and organizations of civil society.

Pedagogical practices and educational materials have been the centre of attention in applying gender equality actions to school systems. Teacher training is regarded as a crucial and strategic priority of equality policies.

It remains essential to rethink gendered interactions, power relationships and sexist normative behaviours that take place in different school spaces, both formal and informal. However, combating gender stereotypes in the education system should focus on its irreplaceable role: the construction of knowledge.

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