



THE ROLE OF EDUCATORS IN PROVIDING GENDER EQUALITY

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Abstract. *Teaching is a career in the modern era where teachers operate in social settings in addition to academic ones. We have included lessons on gender issues in our curriculum. Therefore, a teacher needs to have solid understanding of gender issues. A teacher is a force for change; they uphold gender equality in the classroom and, by influencing the next generation of thinkers, eradicate stereotypes from society. Based on instructional materials, a teacher develops techniques to build a gender-friendly attitude. Gender constructivist educators embrace innovative approaches, scrutinize classroom procedures, and cultivate a shift in perspective to establish a school environment that affords equal treatment to males and girls. Education institutions must provide a program where teachers receive training on gender issues and are made aware of the concerns in order to empower students to challenge societal gender stereotypes and biases. This will help students develop good attitudes toward gender issues. Encouraging gender equality in our society is a well-organized program on gender issues. Thus, the knowledgeable instructor needs to promote and draw attention to a culture that is gender-friendly.*

Key words: *gender issues, stereotypes, gender equality, change mindset.*

Introduction

Over the past few years, attempts have been made to encourage diversity and challenge gender norms in the traditionally male-dominated professions of science, technology, engineering, and mathematics, or STEM. This article explores the roles of teachers as constructivists in STEM education, with a particular focus on addressing gender issues and promoting gender equality in the classroom and giving possible resolutions to achieve equality with the help of educators to shed light on the significance of sexual orientation balance in STEM instruction and investigate how instructors, as key influencers, can shape the account by disassembling boundaries and advancing inclusivity. By looking at the challenges confronted by ladies in STEM areas, examining the benefits of a differing workforce, and highlighting effective activities, we trust to motivate teachers to effectively contribute to making an impartial space for all yearning STEM experts. We will examine a number of reasons, including cultural expectations, unconscious biases, a lack of representation, and restricted access to resources, that lead to gender gaps in STEM throughout the essay. By being aware of these issues, teachers can take proactive measures to resolve them in their classrooms and institutions, creating a climate in which all students are inspired and supported to follow their passions without boundaries.

The reasons behind gender inequality in STEM are complex and multifaceted and encompass several factors. Initially, society has perpetuated the idea that certain fields,



including STEM, are more suitable for men. According to research conducted by Law et al.(2021), early in infancy, children start to categorize the world according to gender (Quinn et al., 2002). By the time they are 5 years old, they can also distinguish between traditionally masculine and feminine jobs and separate occupations based on gender roles. Another significant challenge that women have faced in their pursuit of STEM careers is the limited access of high-quality educational opportunities in these fields throughout history. This has greatly impeded women's ability to enter and succeed in STEM professions. Generalizations about the characteristics of men and women are known as gender stereotypes, and they are usually widely accepted. The unequal distribution of men and women into social roles at home and at work, according to social role theory, is the source of gender stereotypes (Eagly, 1987, 1997; Koenig and Eagly, 2014).

Gender stereotypes are formed and reinforced in part by cognitive development in addition to social factors. Children's cognitive capacities and understanding of gender evolve with time, as was previously mentioned. Younger kids, especially those under the age of eight, might have a simpler conception of gender and rely more on stereotypes when forming opinions about other people. But as kids get older and their cognitive skills advance, they can process more than one classification and take into account a variety of traits when making assessments about other people. Their heightened capacity for cognitive flexibility enables them to more skillfully confront and scrutinize stereotypes. Designing interventions that successfully dispel stereotype beliefs, especially in younger children, requires an understanding of these developmental differences. Gender disparities in STEM fields can be effectively addressed by educators and researchers through the implementation of age-appropriate interventions that consider children's cognitive abilities. Girls' motivation and aspirations for careers are harmed by gender stereotypes (Reuben et al., 2014).

According to Eddy and Brownell (2016), gender stereotypes may also have an effect on other elements like self-efficacy, identity, belonging, engagement, and perseverance in STEM. Therefore, according to the research conducted by Law et al.(2021) indicates that it may be necessary to return to early science education in schools in order to equalize the representation of women in STEM fields (Kerkhoven et al., 2016). This is because gender biases in STEM fields emerge early in life (Mulvey and Irvin, 2018; McGuire et al., 2020) and children's gender stereotypes develop rapidly between the ages of 6 and 10 (McKown and Weinstein, 2003).

The construction of gender stereotypes in STEM fields is influenced by both cognitive development and societal factors. By identifying these factors and implementing focused interventions, educators can work to challenge and overcome gender stereotypes and foster an environment that is more inclusive and equitable for all students pursuing STEM fields. Gender issues are now pervasive in society and affect every aspect of life. In order to reduce the impact of gender issues, we must begin by educating the younger generation about these issues because they are the ones who can further transform society through their creative ideas, practices, and thoughts. According to research conducted by Dr. Nimisha Srivastava (2022), instructors have a significant impact on students' early development and mentality transformation. We need highly qualified educators who are well-versed in gender issues in order to accomplish this.



Constructivist instructors play a significant part in encouraging student-centered learning encounters that effectively include understudies within the development of information. By effectively locks in young ladies in STEM exercises and exhibiting female part models, able to offer assistance alter mindsets and motivate a modern era of female researchers, engineers, and mathematicians. By utilizing a run of procedures and strategies, these instructors make an environment that sustains basic considering, problem-solving abilities, and imagination. In the classroom, teachers can model gender equality-based behavior. There are specific methods by which educators can alter students' perspectives:

- First and foremost, educators must recognize that gender is a social construct and sex is a biological fact. There are no psychological or social differences between boys and girls; instead, gender roles are instilled in them by society. Because boys are «naturally» good at math, we as teachers cannot ask them to solve the sum, nor can we ask girls to assist with classroom cleanup because it is assumed that they will be more likely to take care of the home.

- Teachers ought to treat every student equally and without bias, avoiding the reinforcement of gender stereotypes. Teachers can contribute to the establishment of a classroom climate that supports fair and equal treatment for all students by addressing their own prejudices and encouraging impartiality.

- Boys and girls in the classroom should not be seated separately; instead, efforts should be made to integrate them. A mixed-seating arrangement, in which boys and girls sit together, can be used by a teacher.

- Ensuring equal opportunities for all students in academic settings is a crucial responsibility of teachers. Teachers can foster a classroom environment that encourages students to question traditional gender roles and develop their own distinctive ideas and perspectives by avoiding gendered assumptions about students' abilities and interests.

- To avoid perpetuating gender stereotypes, educators should utilize materials and textbooks that highlight positive roles for both men and women. Teachers have the power to break down deeply rooted stereotypes in society and promote a more equitable learning environment by establishing a normal, welcoming environment in the classroom.

Teachers need to provide examples of successful women. - Instructors set an example by making sure that their gestures and body language are neutral toward any gender while posing questions.

- Teachers should lead class discussions on social issues, such as child abuse, domestic violence, women's rights, harassment at work, and other issues that are thought to be central to the theme.

- Mother and father must both be the subject of the teacher's discussion. They need to stop asking to talk to the mother alone and start trying to include the fathers as well.

Conclusion

The role of teachers and gender-based methodology in education have changed from their traditional approaches in the modern era. Teachers are now expected to adopt a new attitude and take the initiative to eliminate gender bias and social stigma in order to create an environment that values gender equality. In order to promote gender equality in the classroom, educators need to include both male and female participants in their



lessons. Research on classroom behavior has revealed that boys participate in class considerably more than girls do, and they typically start conversations without hesitation. Providing equal access to education and opportunities, addressing unconscious biases, promoting diversity and inclusion, and challenging stereotypes are all necessary components of a comprehensive strategy to address these underlying factors. We may endeavor to achieve gender equality in STEM through these initiatives.

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