

EDUCATING FOR EQUALITY: A HEALTH-CENTRIC PEDAGOGICAL MODEL FOR GENDER EQUITY IN KAZAKHSTAN

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Abstract

This article aims to develop a model of gender policy in the education system of Kazakhstan, focusing on health-saving pedagogical conditions to ensure respectful and equitable treatment of all groups of students. The study uses a diagnostic survey method to identify and examine individual personality traits of the psychological, functional, and social sphere of learners. The model developed is based on gender equality, individual needs, and functional development, depending on personal self-perception, in the framework of the compulsory study of basic theoretical general education subjects. It has a humanistic and social provision for the personal gender needs of learners and related study of general education knowledge in core academic disciplines. The article emphasizes the importance of nurturing a developed and cultural personality of a student in the education system, considering various gender aspects that play an important role in full and harmonious development while avoiding discrimination factors that could create conditions for the suppression and humiliation of students' personality. This study contributes to the formation of the entire gender education strategy in Kazakhstan, which is of significant importance in life.

Keywords: gender policy, education system, Kazakhstan, health-saving pedagogical conditions, gender equality, individual needs, functional development, personal self-perception, STEM system

Introduction

Gender policy issues have become increasingly significant in contemporary society, and the education system has an essential role to play in addressing these issues. In many countries, school education is the primary basis for cultural and social education of the younger generation, and therefore, the development of the basis and direction of gender policy in education is an important stage in the formation of the entire gender education strategy. This is particularly true in Kazakhstan, where students begin to think and feel their gender identity due to the age of puberty.

The education system in Kazakhstan aims to nurture a developed and cultural personality of students who will become highly qualified specialists and full members of society. To achieve this goal, the education system must provide relevant knowledge and skills to students. Currently, the STEM system, which includes scientific, engineering, mathematical, and technological areas, provides a complete approach to higher professional education, based on personal professional choice of the learner, necessary for scientific and information orientation and disciplines, which are important for mastering a particular specialty. In parallel with ongoing school education, age-related hormonal changes determine the psychological aspects of sexual development, which affect almost all the main stages of

education. This factor gives schools an additional role in gender development, which would ensure that the internal self-determined line of the learner's sexuality, including in interpersonal relationships, is maintained respectfully and healthily.

To achieve this goal, gender policy in education should be primarily reflected at the school education level, considering the various gender aspects that play an important role in the full and harmonious development of the personality while avoiding discrimination factors that would create conditions for the suppression and humiliation of students' personality, regardless of their gender identity.

In Kazakhstan, the development of a model of gender policy in the education system is crucial to ensuring respectful and equitable treatment of all groups of students. This model should be based on gender equality, individual needs, and functional development, depending on personal self-perception, within the framework of the compulsory study of basic theoretical general education subjects. Additionally, the model should have a humanistic and social provision for the personal gender needs of learners, related to the study of general education knowledge in core academic disciplines.

Therefore, the purpose of this article is to develop a model of gender policy in the education system of Kazakhstan, focusing on health-saving pedagogical conditions. The study will use a diagnostic survey method to identify and examine individual personality traits of the psychological, functional, and social sphere of learners. This study aims to contribute to the formation of the entire gender education strategy in Kazakhstan, which is of significant importance in life.

In this article, we will explore the importance of gender policy in the education system of Kazakhstan and the development of a model that focuses on health-saving pedagogical conditions. The article will begin by discussing the current state of gender policy issues in the education system in Kazakhstan. We will then examine the theoretical foundations and practical approaches to gender policy in education, including the STEM system and the development of a model that considers individual needs and functional development.

We will also explore the humanistic and social provision for the personal gender needs of learners, related to the study of general education knowledge in core academic disciplines. Additionally, we will describe the diagnostic survey method that we will use to identify and examine individual personality traits of the psychological, functional, and social sphere of learners. Finally, we will present the model of gender policy in the education system that we have developed and discuss its potential impact on the formation of the entire gender education strategy in Kazakhstan.

Overall, this article aims to contribute to the ongoing discussion on gender policy in education and provide practical insights for policymakers, educators, and researchers in Kazakhstan and other countries.

Materials and Methods

In this pedagogical experimental study, the diagnostic parameters of the testing method developed by specialists A.G. Maklakova and S. V. Chermyanina as Multilevel personality questionnaire "Adaptability" (MLO-AM) were applied to allow to reveal personal psychoemotional parameters on the basis of psychophysiological properties characteristic for an individual (Maklakova and Chermyanina 2022). It will predispose the student to a favourable social relationship and a comfortable self-

perception when in society in the factors of self-regulation of personal behaviour, self-expression with emphasis on the relationship with self-esteem and functional manifestations, reflecting the nurturing and culture of the individual.

The method under consideration includes 165 questions reflecting psychological and emotional directions in the parameters of self-determination and self-perception in social life at different levels, which includes learning at school, in the multi-level school community, both in the factors of administrative and pedagogical staff, and students in different age groups with regard to communication and existing relationships at school breaks and other school events. Test takers give “yes” or “no” answers to the questions. This test makes allows determining the personality’s psychological adaptability, the stability of the neuropsychic level, communication properties and the level of moral normativity. In calculating the results of the diagnostic survey, the data of detailed and general analysis based on the prepared clues were used. To calculate the results, a standard method of mathematical counting and graphical representation of the results was used.

The pedagogical study was conducted at the M. Bazarbaev Gymnasium No. 138 and Public School No. 152, both located in Almaty, Republic of Kazakhstan. Diagnostic testing was conducted on 145 pupils of 5th to 9th grades. Respondents were aged from 11 to 16 years old.

The results of the diagnostic testing obtained during the study were analysed based on a detailed semantic analysis, pedagogical observation, and necessary refinements.

Results and Discussion

Contemporary humanistic approaches in the pedagogical field point to a need to search for the main fundamental points on gender tendency, on the basis of which the criteria for gender policies in education were further developed. It is important to define the basis of gender characteristics and attributes to further define the competent functionality of gender development, which should be considered in education at the present stage for its improvement (Kaurav et al. 2020, p 4-13; Omarova et al. 2017, p. 153-163).

Gender differences in human beings are first identified at birth, during a medical examination by a doctor, based on the inherent anatomical structures of the genitals, which are characteristic of a boy or a girl. Along with the universal structure of cells, tissues, organs, systems, there are gender anatomical differences, genetically and biologically determined, and even during intrauterine development, dictate certain aspects in the formation of the fetus and later the body of the child (Kalfa et al., 2019). It is known that based on genetic expertise, even on an element of the anatomical structure of the body, geneticists can determine the sex of an individual, which reflects the parameters of gender identity and from a genetic perspective, which remains unchanged amidst the health preservation factor. After birth, the child has active growth, which is regulated by age-specific norms. Given the aspects of gender development of the child, hormonal changes are important, which determine the behavioural and emotional reactions of the individual at the gender level (Alegria et al. 2018, p. 95; Lukianov et al. 2021, p 61-70).

The hormonal background is responsible for social gender expression. Girls, based on genetic, anatomical, and physiological gender characteristics, have a female sex hormone production. It

requires her behavioural level to express herself in the factors of femininity and characteristic personal qualities of manifestation at the social level in the parameter of the choice of the personal position of participation in various activities (Fuss et al. 2019, p. 233-235; Tomashevski and Yaroshenko 2020, p. 41-49). Also, hormonal balance, which is based on the innate anatomical features characteristic of women has the predominant elements of the female sex hormone estrogen, which as a girl grows and develops leads to natural physiological changes in the form of the appearance of menstruation during puberty, and further changes in the structure of her physique, as the growth of the breast and other aspects.

The predominance of estrogen in a girl's body is also responsible for her gender-specific social roles, such as those related to motherhood, caring, and home care (Bozzola et al. 2018, p. 57-61). At the same time, individuals who have been medically determined at birth to have elements of gender identity characteristic of the male sex have internal and external features. This is expressed at an anatomical, genetic, biochemical, and functional level, and also with a hormonal background different for the given gender type, which is determined by factors of the innate parameter and has the male sex hormones in its structure in the prevailing quantitative aspect, such as testosterone and other androgens (Rastrelli et al. 2018, p. 46-52). During puberty, where we can see the appearance of secondary male sexual characteristics, such as the increased size of the penis, the beginning of the growth of facial hair with a moustache, beard, and a gradual change of voice to a lower timbre. In addition, during puberty, a natural, natural functional increase in the testosterone hormone influences the development of a male sexual activity, in which many gender-specific manifestations can be pull factors (Ilacqua et al., 2018). Existing criteria within gender identity can be reformed with age, based on the gender identity structures given to them at birth. Since the education system should be accessible to everyone, especially its compulsory phase such as schooling, the personal gender self-perception of individuals should also be considered. As previously described, the gender functional relationship is linked with the hormonal background of the individual. If it is disturbed by the predominance of male hormones in girls or, conversely, female hormones in boys, they will have a functional need for personal social expression in behavioural and emotional reactions as well as in self-perception criteria within the opposite sex (Spaziani et al. 2018, p. 343-352; Bidaishiyeva et al. 2018, p. 1-10).

It is known that hormonal background depends on many external circumstances, such as hormone intake, factors of certain protein foods, diet, treatment of diseases concerning its impact on hormonal background, active physical activity that leads to an increase in muscle mass and other things that can disturb the natural, in terms of predisposition from gender identity of birth, hormonal balance (Owen and Corfe 2017, p. 425-426). Hormonal merits preconditions then lead to personal gender identity in individuals.

In considering school education, it must be noted that there are current trends in the development of the STEM method of education, which allows the active development of the individual in the integration of the learning process within important subjects. A gender policy should provide for the basic provision of quality and high-level education for all learners, and at the same time, it should be tailored to the individual for many reasons, including the above-mentioned factors based on self-identity. This should

also be reflected in the existing compulsory criteria of the learning and educational environment as health preservation at all levels. On the physical, psychoemotional, social, and in the education of a cultured person who will ensure the future maintenance and improvement of the well-being of society as a whole (Early et al. 2017, p. 57-70).

A total of 145 pupils participated in the study and the diagnostic testing carried out allowed the majority to identify the average and low levels of personal adaptation in the factors:

1. only 23% of students had high levels of mental stability, and 77% of students were prone to psychological breakdowns and low self-esteem;
2. communication skills were found to be highly developed in 35% of respondents, 65% had difficulties communicating with others, they were characterised by attacks of aggression in response to communication and conflict;
3. moral normativity in the criteria of a comfortable personal sense of being in a collective is present in 26% of the learners, 74% have overwhelming personal character level, where they manifest themselves in the properties of adequate personal self-expression in the collective.

The data obtained is demonstrated in Figure 1.

Distribution of pupils based on their level of social adaptation, %

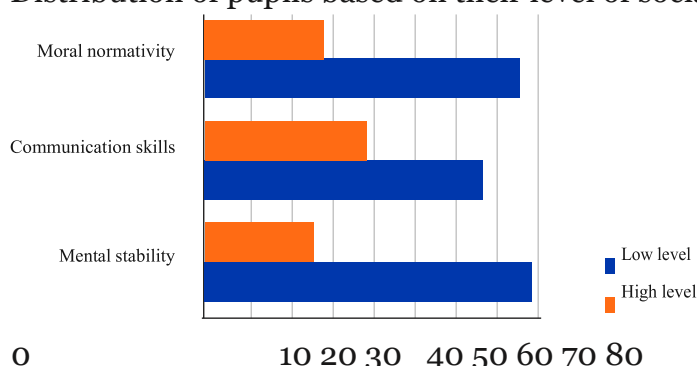
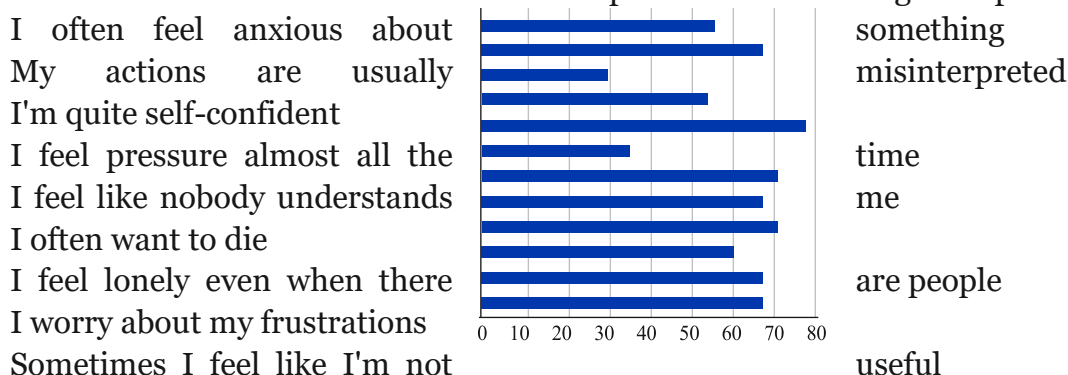


Figure 1. Distribution of pupils based on their identified level of personal social adaptation

Figure 2 shows some of the detailed parameters of diagnostic testing that reflect an individual's lack of understanding and psychoemotional support from others, which prevents them from feeling comfortable and actively expressing themselves in society.

Distribution of students based on detailed parameters reflecting their personal social adaptation, %



Sometimes I can't sleep because of my worries
 When I'm not succeeding, I want to leave it all
 I'm good at nothing

Figure 2. Distribution of students based on detailed parameters reflecting their personal social adaptation

The analysis of the highlighted testing parameters required the need to clarify the degree of personal self-perception when an individual is in a school community. This is reflected in the values of the presence of emotional comfort, self-acceptance, adaptation to the environment, in the criteria of positive acceptance of other society members (Figure 3).

Distribution of pupils based on the factors of self-perception in the society, %

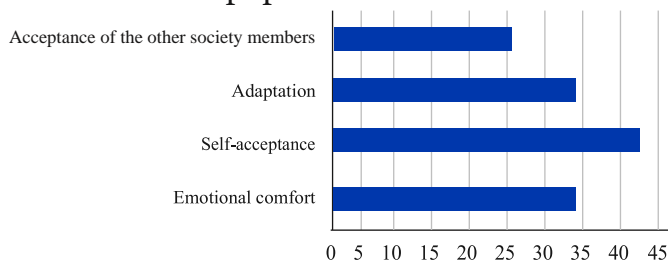


Figure 3. Distribution of pupils based on the identified levels of self-perception in the social environment of the school

The identified parameters reflect the need to create conditions within the educational process to restore positive communication, a free self-perception, and a comfortable stay in school, which are reflected in the teaching and learning process in the criteria for quality STEM education provision, and to create conditions for its development, complementing and improving it in the basis where the harmonious development of students at all levels, including the consideration of their personal gender identity, will be observed.

In general, the educational process in STEM has factors of compulsory in the generally accepted consideration of the study of different subjects, and within the voluntary choice of attending “Daily Life Aesthetics” classes, where students can master different gender technologies necessary for life. The “Daily Life Aesthetics” class will have a wide range of different technology choices that are studied in cycles, given the creative realisation, there will be no assessment factor and the result of the technology cycle will be fully or partially in the form of a sample completed item. The technology cycles will be carried out by masters in their profession.

In areas where these opportunities are not available, the lessons described can be delivered through video lessons, which students can study either in class, face-to-face or independently in a distance format at home. Students would be required to submit a completed object of mastered technology to the school, as part of a particular cycle of lessons.

Then at the control stage of the study after the implementation of the developed model in the area of practical education, the second diagnostic testing was carried out, which allowed determining the data of the dynamics of psychoemotional criteria in the degree of personal adaptation in the self-expression

in the social sphere of the school environment. And the obtained results of the diagnostic testing allowed determining high levels of personal adaptation when attending technology lessons:

1. mental stability was found to be high in 84% of students, reflecting the emotional stability of pupils and their high adaptability, while 16% of respondents had average values detected;
2. communication skills were found to be highly developed in 87% of pupils, who have comfortable communication according to their interests in learning any technology, while 13% had average levels of communication skills, which will probably be compensated in the time factors of learning other technologies in the future;
3. the moral normativity of comfortable self-expression in the subject was found in 76% of learners, with an average of 24%. These indicators reflect that students' perceptions of their personal role in the social space of the school have improved (Figure 4).

Distribution of pupils based on the level of social adaptation at the control stage, %

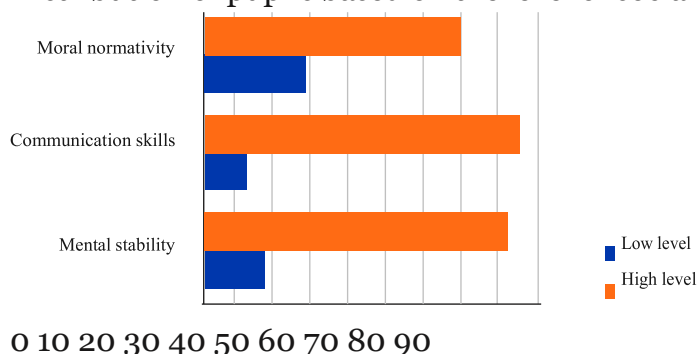
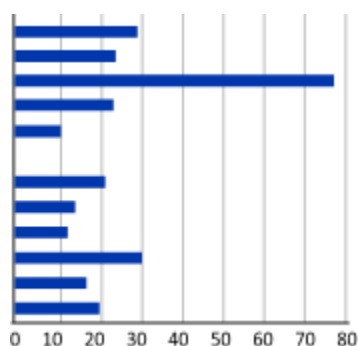


Figure 4. Distribution of pupils based on identified level of their personal social adaptation at the control stage

The dynamics of the detailed parameters of the diagnostic testing show that positive results were found in the fact reflecting the self-perception of the individual in the society, where the individual can show himself/herself in an active and successful way and based on their personal gender identity (Figure 5).

Distribution of pupils based on detailing of factors of social adaptation at control stage, %



I often feel anxious about something
My actions are usually misinterpreted
I'm quite self-confident

I feel pressure almost all the time
 I feel like nobody understands me
 I often want to die
 I feel lonely even when there are people
 I worry about my frustrations
 Sometimes I feel like I'm not useful
 Sometimes I can't sleep because of my worries
 When I'm not succeeding, I want to leave it all
 I'm good at nothing

Figure 5. Distribution of pupils based on detailed parameters reflecting their personal social adaptation at the control stage

In the course of dynamic refinement, the data both in the personal sense of self in the social environment of the school and in the personal perception factor of this was increased towards the emergence of a positive trend, as shown in Figure 6.

Distribution of pupils based on a sense of self factors in the society at the control stage, %

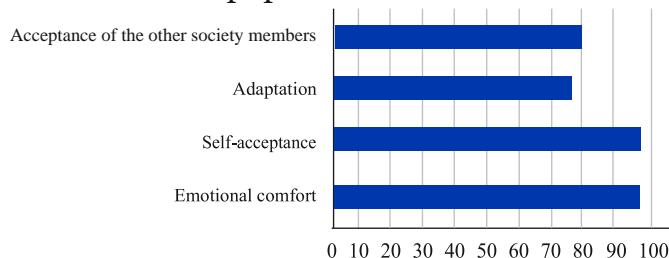


Figure 6. Distribution of pupils based on the identified parameters of their personal sense of self in the school environment at the control stage

As part of the pedagogical refinement, the attitudes of the pupils under study towards the “Everyday Life Aesthetics” lesson were identified, which showed positive parameters to the developed lessons in almost all (97%) of the respondents (Figure 7).

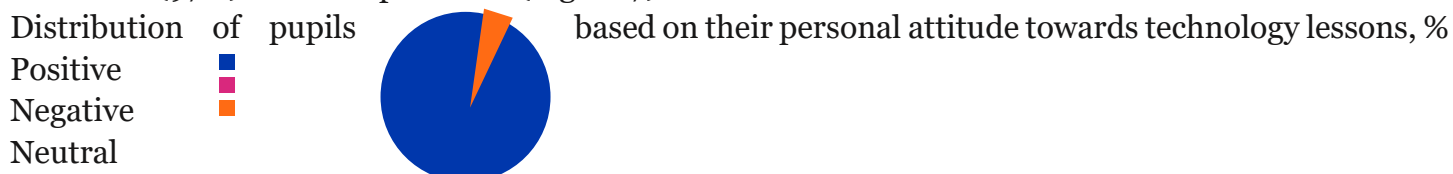


Figure 7. Distribution of pupils based on their personal attitudes towards attending the “Everyday Life Aesthetics” lesson within the developed model at the control stage

Taken together, the comprehensive analysis suggests that the highlighted criteria and the formed model of gender policy in education affecting the school phase of learning are successful, and in general its consideration allows the formation of qualitative values of a cognitive and functional nature to develop gender functionality based on personal self-identification as well as communication, adaptive, and creative skills, and with the restoration of high self-esteem in pupils, under the created health-promoting conditions.

Considering that the actual STEM learning system, which has technology learning in its structure, is currently not expressed, but bears an important component in the development of learners. Based on the totality of all the described properties, their overall methodological analysis allowed expanding and strengthening the STEM learning system within the framework of mastering different technologies, which in terms of functionality have gender differences that can manifest themselves within the personal self-identification of gender. The timely implementation of the developed model will ensure active self-expression of an individual and his/her adaptation to their own gender self-identity within the compliance with gender equality trends and with the preservation of health conditions of the educational process with the accompanying development of social adaptation to this (Sawant and Sankpal 2021, p. 3456-3460; Sarybayev et al. 2021, p. 155-169; Terletska 2021, p. 514-525). It has been revealed that the developed model of gender policy of the education system allows solving current problems in this area and will create conditions for personal self-expression of all students regarding the respect for their personal gender identity, thus solving existing problems within public administration and development of the education system to implement gender development with the help of STEM system.

Conclusions

1. Considering the basic indicators of the gender basis, the fundamental properties of the individual in the criteria of psychophysiological circumstances of personal gender identification and the necessary development, functional components of self-expression and self-perception of pupils that will activate their relevance and ensure personal self-adaptation to themselves or other participants of the educational process have been identified. Within the framework of the current modern STEM education system, such factors of its components have been extended as mastering technologies, which on the background of preserving and ensuring gender equality implies personal development of students from a position of humanity and social activity of a schoolchild against the background of a health-preserving environment.
2. The developed model of gender policy in education includes the creation of the “Everyday Life Aesthetics” lesson, which students attend voluntarily when they choose to study a particular technology, which will reflect the functional skills they need for personal gender expression, given their predisposition to their personal gender identity.

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