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# Technology For Developing Critical Thinking Among Female Students Based On A Gender Approach

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## Annotation

This article analyzes the theoretical and practical aspects of developing critical thinking skills among female students based on a gender approach. The study highlights the application of pedagogical conditions and educational technologies aimed at forming students' abilities for independent thinking, analysis, argumentation, and objective problem-solving. It also explains, on a scientific basis, the mechanisms for developing critical thinking grounded in gender equality principles, the possibilities of using interactive methods in modern education, and the effectiveness of psychological and pedagogical approaches. The conclusions of the article have significant scientific and practical importance in developing a culture of creative and critical thinking among female students and preparing them for active participation in social life.

**Keywords:** Gender approach, Critical thinking, Female students, Educational technologies, Independent thinking, Pedagogical conditions, Interactive methods, Psychological and pedagogical approach, Creative thinking, Gender equality

In the era of globalization, developing independent thinking, critical approaches, and creative thinking among students—especially female students—has become one of the key factors of social development. Critical thinking ensures an individual's active participation in social, political, economic, and spiritual processes, strengthens analytical approaches in decision-making, and promotes the conscious acceptance of democratic values. In Uzbekistan, particular attention is paid to this issue within educational reforms. Specifically, the Presidential Decree of October 8, 2019 (PF-5847) "On the Concept for the Development of



the Higher Education System of the Republic of Uzbekistan until 2030” identifies the introduction of modern pedagogical technologies and the development of students’ critical and creative thinking as priority tasks.

Moreover, the Law “On Education” (new edition, 2020) emphasizes the development of independent thinking and preparing young people for active participation in social life as key objectives of the education system. These legal frameworks highlight the necessity of studying the development of critical thinking among female students from a gender perspective.

A gender-sensitive educational process creates opportunities for female students to freely express their abilities, develop active civic positions, and acquire independent decision-making skills. The Presidential Decree PF–60 (January 28, 2022) also emphasizes ensuring gender equality, increasing women’s socio-political activity, and protecting their rights and interests.

Furthermore, achieving gender equality in education is one of the UN Sustainable Development Goals for 2030. In this context, developing critical thinking among female students is considered a crucial condition. Critical thinking not only improves educational effectiveness but also strengthens the social position and activity of women.

The pedagogical essence of developing critical thinking among female students based on a gender approach lies in strengthening individual-centered education, creating equal opportunities, and preparing them for active participation in society.

Critical thinking is not merely a process of thinking but involves analyzing facts, comparing information, verifying evidence, and making objective conclusions. For female students, this is particularly important as they are future contributors to family, society, and national development.

The integration of gender-sensitive pedagogical technologies enhances their social activity, professional competence, and life position.

The application of a gender approach in education:

- increases female students’ participation;
- develops independent decision-making skills;
- fosters the ability to defend their viewpoints with arguments.



Interactive teaching methods such as debates, brainstorming, case studies, and cluster techniques play an essential role in this process. These methods help students express their ideas freely, analyze problems deeply, and develop logical thinking skills.

Additionally, the use of information and communication technologies enhances independent learning, data analysis, and effective communication in virtual environments.

Another important aspect is that gender-based critical thinking development contributes to forming:

- social equality awareness,
- legal consciousness,
- moral responsibility.

It also helps reduce gender stereotypes and increases confidence among female students.

The implementation of this technology requires improving internal mechanisms of the pedagogical process. Teaching methods should be oriented toward:

- encouraging active participation;
- promoting free thinking;
- developing questioning and analytical skills.

One effective method is **problem-based learning**, where students analyze real-life situations and propose solutions.

Other effective methods include:

- group discussions,
- role-playing,
- case-study analysis.

Another key component is **reflective thinking**, which allows students to evaluate their own decisions and actions, leading to continuous personal development.

Modern ICT tools such as online platforms, digital libraries, and open databases significantly contribute to developing critical thinking skills.

The teacher plays a crucial role as a facilitator, motivator, and guide, helping students overcome stereotypes and develop their abilities.



International practices show that integrating gender approaches with critical thinking development leads to higher educational outcomes.

Countries such as Finland, Canada, South Korea, Singapore, Japan, the USA, and the UK have implemented specialized programs that combine:

- interactive learning,
- teamwork,
- independent projects,
- leadership training.

These experiences demonstrate that critical thinking significantly improves both academic performance and future professional success.

The study confirms that modern education should not be limited to knowledge transmission but must focus on developing independent decision-making, analytical, and creative thinking skills.

Developing critical thinking among female students:

- increases their social activity;
- strengthens decision-making culture;
- prepares them for professional challenges.

This process transforms them into active social participants rather than passive learners.

The research also shows that gender-based approaches:

- expand educational opportunities for women;
- enhance leadership and initiative;
- promote gender equality in society.

Thus, implementing technologies for developing critical thinking based on a gender approach is a scientifically grounded and essential condition for improving educational quality and supporting sustainable social development.

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