

Problems of Gender Pedagogy and Social Society Development

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Abstract:

In this article, the scientific-theoretical foundations of the gender approach in education are thoroughly analyzed, in connection with the problems of the development of modern society, gender pedagogy is based on the work of foreign and local scientists, pedagogical practice, and the experience of raising children of different genders in folk pedagogy.

Keywords: gender, gender equality, gender approach, gender role education, gender education, gender role education, gender pedagogy.

The concept of "gender" came to us from scientific literature in English. This concept refers to the process of defining certain socio-cultural characteristics and roles for men and women. This means that our ideas about masculinity and femininity are constructed by society, individuals, and culture.

In a democratic society, all social groups are equal and of equal importance. Gender relations pervade all areas of our lives, and therefore, it is necessary not only to significantly change many social structures, but also to rebuild the minds of people free from many prejudices. A free society should have a consciousness free from traditional stereotypes, and it is necessary to form such a consciousness in the citizens of modern Uzbekistan. It should be noted that currently the entire system of education in Uzbekistan is in a state of transformation, and a new model of secondary and higher education is being developed in the country, therefore, gender knowledge is becoming a necessary component of civic education.[1]

The main part. From the ancient times of human history, the need for a differentiated approach to raising children of different sexes was determined by the clear polarization of male and female social roles. The man ensured the material well-being of the family, was responsible for the security of the Motherland. A woman is responsible for the household and raising children. The specific forms and content of raising boys and girls were very diverse and depended on the economic development of the society, national and cultural traditions. However, the goals of educating representatives of different sexes were determined, first of all, by the need to prepare them for the future social role. Girls were mainly prepared to fulfill their family role, the program of raising boys was more extensive, in which preparation for social activities took an important place. In recent decades, interest in the problem of a differentiated approach to raising children of different genders has increased significantly in pedagogical theory and practice. In this period, a number of factors can be distinguished that help to actualize the problem of semi-differentiated education. The most important factor is the negative consequences of "genderless education", which is manifested in the inability of the young generation to successfully fulfill social and family roles. In the context of the change of traditional male and female roles, the crisis of family and family values, the need to find ways to effectively prepare the young generation to fulfill the social roles of men and women in the system of social education has increased. Humanization and democratization of the local education system influenced the increased attention to the problem of

education, taking into account gender characteristics. A humanistic, person-oriented approach to children required taking into account not only age, but also sexual characteristics of a person and individual characteristics of children in the educational process. The development of educational issues taking into account gender characteristics is impossible without psychological justification of the tasks, content, and methods of semi-differentiated education. Foreign and domestic research in the field of gender psychology formed the theoretical basis for the development of a differentiated approach to raising and teaching children.[2]

Various aspects of the problem of sexual role development and child rearing have been developed in pedagogical studies:

- tasks and content of sexual role education at different age stages;
- diagnostic methods for determining the level of sexual role education;
- psychological and pedagogical conditions for organizing the educational process taking into account the gender of children;
- methods and methods of sexual role education;
- a semi-differentiated approach to the organization of the educational process;
- interactions of the preschool educational institution with the family in matters of sex-role education.

The last five years are characterized by a number of important changes in the development of the problem of a differentiated approach to raising boys and girls. Unlike the previous period, researches on this problem are formed not separately, but in a separate gender direction. Gender-oriented programs for pedagogical practice, educational and educational technologies at various stages of education are being developed and actively introduced. In pedagogical practice, the forms and methods of gender education are being tested, in particular, an experiment is being conducted on the organization of separate education of children of different genders. [4]

Difficulties in developing the problem of gender approach in education currently depend on a number of factors:

- ✓ lack of gender issues in state education standards;
- ✓ insufficiently developed categorical apparatus of gender pedagogy;
- ✓ inconsistency of experimental data on the mental differences of representatives of different sexes, the level of their manifestation.

Thus, gender pedagogy as a direction of scientific knowledge has been actively developing in the last five years and is currently undergoing a period of formation of theoretical and methodological foundations, development of substantive and technological aspects of gender education.

Modern science distinguishes between the terms "sex" and "gender". The first one was used to show the anatomical and physiological characteristics of people. With the help of these characteristics, all people are divided into men and women. With the development of scientific research, it became clear that there are more similarities than differences between the two sexes from a biological point of view. Big weight, tall, muscular figure are not greater than indicators of male differences. The only significant biological difference between men and women is their role in reproduction. But in addition to the biological differences between the sexes, there are also differences in their social roles, behaviors, and emotional characteristics. The English word "gender" was borrowed to indicate the social interaction of men and women. Being a woman or a

man in society does not just mean having different anatomical features – it means having different gender roles assigned to one.[9]

The introduction of the "gender" category in the pedagogical process is important, because many ideas about professional self-determination, life strategy, use of resources and power based on socio-political orientation are formed in the school. The development of gender education at school is not a basis for discrimination based on any criterion or indicator, which gives women and men the opportunity to exercise human rights and freely choose the methods and forms of self-realization at the level of individuality. gender education in the narrow sense, first of all, educational programs on gender issues, which are studied in various options for students, usually socio-humanitarian specialties. In a broader sense, gender refers to education that promotes gender equality and helps overcome negative gender stereotypes. In this sense, gender education does not have to be expressed in any specific educational programs, it exists in the educational and educational processes and is part of the ideology of higher education. The main content of the topic of gender is related to the idea of confirming the rights and opportunities for self-realization, regardless of a person's gender. Within the framework of gender orientation, the main task is not only to study the laws of formation and development of the characteristics of a person as a representative of a certain gender (due to sexual events), but also to clarify the ways and methods of achieving gender equality. Mastering the basics of gender knowledge corresponds to the main goals of modernization of higher education and meets the tasks of introducing the principles of the Bologna agreement into the educational process and improving the quality of university education.[5] Gender ta'limi erkaklar va ayollarning ijtimoiy voqelik va individual tajribalarini tahlil qilish ko'nikmalarini rag'batlantirishga qaratilgan bo'lib, erkak va ayol rollarining adolatsiz farqlanishi va ularning mavqei tengsizligi oqibatlarini bartaraf etishga qaratilgan. Building a civil society in gender education is one of the important tasks of the general program of developing and strengthening democratic ideas and views in our country. Therefore, gender education makes an important contribution to the formation of the following basic competencies:

- ✓ citizenship;
- ✓ humanistic direction;
- ✓ readiness for socio-cultural communication;
- ✓ the ability to critically reflect professional and personal social experiences [11].

Gender education, especially for girls and boys, can be a positive force to help create gender equality in today's society. By reducing gender stereotypes, gender education helps children achieve true civil equality, where men and women live together in a spirit of cooperation and respect. Gender education begins to draw attention to gender roles. This means recognizing the negative impact of gender stereotypes and eliminating the inequality associated with them. The result of gender education for girls is self-confidence, determination, independence and participation in social activities. For boys, the result is to overcome the fear of failure, the ability to cope with aggression, to increase the level of socialization and responsibility, and to pay more attention to the private sphere. [8]

Gender education is a continuous process that cannot be limited to certain types of educational activities. Educators should avoid stereotyping gender roles from childhood and give girls and boys equal opportunities to participate in all activities and interact. Girls should be involved in academics and sports, while boys should be involved in caring activities. Both of them have to participate in all activities like staging and dancing, carpentry, cooking, hiking and chess games. Girls need positive feedback for their achievements, and boys need care and support.

Another important goal of gender education is to help children recognize the social importance of traditional women's activities such as motherhood and qualities such as care, consideration, cooperation and tolerance. This recognition can lead to true cooperation between men and women, which is the main goal of gender education. In this way, children learn that the different contributions of men and women to the family and society are equally important, and that both men and women have equal rights and equal responsibilities. recognize gender stereotypes and consider whether their teaching methods, language and interactions with boys and girls reflect the gender equality they promote. There is ample evidence that girls perform better academically than their male peers. This applies to all educational institutions. Girls are more diligent and conscientious, persistent, often try to live up to the expectations of parents and teachers, and are less resistant to the pressure of parents and teachers who force careless people to study.

The importance of gender pedagogy in solving the problems of personality formation and improving the educational process depends on a number of factors. In children, sexual (gender) roles do not exist in a ready-made form characteristic of adults, but are formed in the process of socialization. "Men and women are not born in a social sense, they appear as a result of targeted education, which is important to start as early as possible, starting from preschool age. Practice shows that taking into account the psychological characteristics of boys and girls "genderless pedagogy" that cannot effectively solve the problems of socialization of sexual roles of the young generation, preparation for fulfilling sexual social roles. Gender approach in education, that is, taking into account gender psychological differences (psychophysiological, personal), education , education, allows to ensure great effectiveness of personality formation processes. [8]

According to A. V. Mudrik, knowledge about gender characteristics is used in organizing the pedagogical process; in determining the content and methods of teaching; it is necessary to use the norms, models, scenarios and experiences of sexual role behavior for boys and girls in order to create conditions for mastering them in accordance with their age, psychosexual development, and social development. [7]

Discussions and results. The gender approach in pedagogy includes the application of knowledge about the gender characteristics of representatives of different sexes in the process of education and upbringing and is carried out in two main directions:

- creation of conditions for gender socialization, assimilation of age-appropriate sexual role behavior models for children, preparation for performing sexual (gender roles) in the future;
- application of gender-oriented education and training technologies.

For a long time, in the study of the problem of raising children of different sexes, the main attention was paid to the issues of sex education, sexual aspects of sexual relations, so it was reasonable to use the concept of "sex education". In the pedagogical dictionary, sex education means "systematic, consciously planned and implemented influence on the formation of children's sexual consciousness and behavior, preparing them for family life."

Analysis of the literature shows that sex education is considered as a separate part of moral education in pedagogy. The importance of sex education is, first of all, to prepare the young generation for family life. Between the 20th and 21st centuries, the concept of "sex role education" began to be used along with the concept of "sexual education" in the study of semi-differentiated education issues in pedagogical literature.

Pays attention to the fact that the formation of sexual role behaviors, male and female qualities occurs in the process of influencing social factors. In pedagogy, gender role education is considered as an important direction of education that contributes to the full development of the personality of

boys and girls, assimilation of their masculinity, femininity, sexual (gender roles) psychological characteristics.

It should be noted that until now there are different understandings about the interdependence of the concepts of "sex role education" and "sex education". Some researchers believe that the concept of sex education is broader than sex roles. Sex role education is an integral part of sex education. Others take the opposite view and argue that sex role education is a broader field than sex education. Some scientists consider the concepts of "sex education" and "sex role education" to be synonymous.

Summary. Thus, modern scientific and methodological literature uses various concepts describing the process of raising children taking into account gender: "sex education", "sex role education", "gender education". Taking into account the established approaches to the development of the problem of education in science and pedagogical practice, the concepts of "gender education" and "sex-role education" are considered as synonyms, and the approach means education in accordance with the sexual (gender) role. seems more reasonable and appropriate. In the development of theoretical and methodological aspects of the educational problem, gender pedagogy is based on the work of foreign and domestic scientists, pedagogical practice, as well as the experience of raising children of different genders in folk pedagogy. The implementation of the gender approach in education meets the current requirements of the time, the development trends of scientific theory and the requirements of pedagogical practice.

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