



FORMATION OF GENDER CULTURE AMONG EDUCATIONAL STAFF

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Abstract:

This article presents foreign experience in the formation of gender culture among teaching staff of higher educational institutions. At the same time, it is necessary to develop effective mechanisms for introducing gender culture into the education system and managing it. Information is provided on the relevance of considering the problems of forming gender culture among teachers and implementing measures to form them.

Keywords: gender culture, gender culture formation, gender equality, gender education, personality, stereotypes.

International scientific research is being conducted around the world to ensure the socialization of teachers and their students in a stable developmental environment. The systematic development of socio-cultural relations among teachers is of great importance in forming their immunity against "mass culture". This involves normalizing relationships and communication between male and female employees in higher education institutions, developing socio-cultural skills in them, and shaping the qualities inherent in masculinity and femininity.

Improving the socio-pedagogical environment, forming and developing gender culture among employees of higher education institutions of Uzbekistan is an urgent issue. Reforms, innovations and international experiences are being implemented in foreign educational institutions and organizations to form gender culture and popularize its priority areas. It should be emphasized that the concept of gender culture has recently entered the scientific discourse. The basis of this approach is formed by various scientific theories. It is necessary to develop gender culture in the context of achieving gender equality, the interaction of educational and social institutions, the creation of a media environment in this direction, and the creation of a mechanism aimed at integrating the individual innovative activities of teachers.



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In our country, by the end of the last century, ideas about taking into account gender differences and similarities in the educational process began to be promoted. At the UNESCO conference on October 9, 1998, it was recognized that the goal of the lifelong education system is to create a society free from violence and oppression. To achieve this, it was emphasized that it is necessary to revise the curricula using new pedagogical technologies and modern methods. The newly developed curricula take into account the equality of men and women, as well as the gender aspects of all subjects.[1].

Recent World Bank research suggests that there is a link between economic development and gender equality. The growing interest in this issue in recent years from countries with high potential is also a clear indication of the importance of this issue for social development.

Gender differences and similarities: Taking into account the similarities and differences in the learning of boys and girls in the educational process. This helps to ensure the effectiveness of the educational process. Belonging to a particular gender determines the capabilities of the child. Research aimed at taking into account gender differences and similarities between children is being widely carried out in gender pedagogy and psychology. This is especially evident in the area of sex education and the consideration of psychological potential in this process. Sex education is a set of educational, educational, and enlightening tools that influence the learner's preparation for future life. Today, it is recognized that the development of gender differences and similarities in the educational process is a natural socio-pedagogical phenomenon. However, there is no scientific explanation of this phenomenon in didactics. It is clear to all specialists that it is impossible to ensure the effectiveness of educational results without taking into account the specifics of gender differences in the educational process. In particular, psychologists are making a number of breakthroughs in this area[2].

Another important achievement in pedagogy today is the opening of opportunities for gender equality and diversity-based education. This is also important from the point of view of humanizing education. The Constitution of the Republic of Uzbekistan establishes the legal basis for ensuring gender equality in the education system.



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“In the process of education, understanding the positions of boys and girls in society and the family, and properly preparing them for family and social life, is considered one of the most important issues”.

The issue of gender attracts the attention of philosophers, social scientists, anthropologists, linguists, literary critics, psychologists, and educators. The psychological aspects of gender are well-known psychologists Z.Freud, T.Parsons, R.Stoller, Sh.Bern, A.Bandura, Simona de Beauvais, A.Klima, S.Kon, Z.Usmanova, I.S.Klesina, E.Goziyev, O.Abdusattorova, H.R.Haydarova, sociological aspects E.Goffman, R.Hoff, A.Kolstkorova, A. Zdravomislova, A. A. Tyomkina, G. K. Zaysev and A. G. Zaysev, G. B. Urazaliyeva, philosophical aspects Keith West, D. Zimmerman, S. G. Ayvazova, I. Jerebkina, aspects related to anthropology are covered by Ye. R. Yarskaya-Smirnova, some aspects related to pedagogy are covered in the works of L. Shustova, P. Repkina, O. Musurmonova, R. Safarova, G. Akramova. Education is not only a factor of technological and socio-economic development in society, but also an important strategic tool for spiritual and economic development. In our independent country, the attitude towards the education sector has always been at the center of attention. Therefore, this task has been assigned to all levels of the education system, especially pre-school educational organizations.

Our observations suggest that hidden manifestations of gender inequality still prevail among the educational sectors of the population, which to a certain extent shapes the preference of students for which gender they receive education from during their studies, thus affecting their academic performance.

In conclusion, it should be said that in the conditions of modern pedagogical cooperation, the opportunity has come to break the gender stereotypes that have persisted for many years. In order to determine social position and status, it is not the gender of students, but their agility, speed, talent, creativity, broad-mindedness, judgment, risk-taking, individual and general qualities that should play a fundamental role.



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