



IMPROVING TECHNOLOGIES FOR FORMING GENDER CULTURE AMONG SCHOOL STUDENTS

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Abstract:

This article considers it important to improve the technologies for forming gender culture among schoolchildren, as well as the formation of gender culture in students. This requires the development of effective mechanisms for introducing gender culture into the education system and managing it. It is urgent to consider the problems of forming gender culture in students and take measures to form them.

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

Access

In recent years, the system of socio-economic reforms being implemented in Uzbekistan has further improved the regulatory and legal framework related to gender issues, increasing the social activity of women, improving their living conditions, and creating favorable conditions for the free development of their abilities. The Laws of the Republic of Uzbekistan "On Guarantees of Equal Rights and Opportunities for Women and Men" and "On the Protection of Women from Harassment and Violence" were adopted.

The Commission on Gender Equality in the Republic of Uzbekistan has begun its activities as an organizational and legal mechanism for ensuring gender equality in the country. Also, the establishment of the Commission on Women's and Gender Equality Issues of the Senate of the Oliy Majlis and the Commission on Family and Women's Issues in the Legislative Chamber created an opportunity to strengthen the legal framework of this area and ensure parliamentary control over the implementation of adopted regulatory legal acts.



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The Republican Women's Public Council and its territorial public councils are aimed at supporting and encouraging the active participation of women in public life and guaranteeing equal rights and opportunities for women in all areas.

The Law of the Republic of Uzbekistan "On Guarantees of Equal Rights and Opportunities for Women and Men" establishes the basic principles of ensuring equal rights and opportunities for women and men, which include the state's obligation to ensure equal participation of women and men in the management of public and state affairs, in the electoral process, in health care, education, science, culture, labor and "Achieving equal rights and opportunities in the areas of social protection, as well as in other areas of state and public life, has been identified as a priority direction for implementing the gender strategy in our country ."

As emphasized, today the achievement of gender equality is considered not only one of the democratic values, but also an important factor in socio-economic and spiritual development. Experience gained worldwide shows that it is precisely in countries where there are equal opportunities for men and women that the population has a high level of well-being and socio-political activity, and the success of reforms is ensured.

Literature review

"Gender" is a social aspect of relations between women and men that is manifested in all spheres of social life and activity, including politics, economics, law, ideology and culture, education, and science.

the research of foreign and CIS scientists E. Mayer , K. Higgins, I. Kon, A. Mudrik, L. Popova, I. Yukina, Yu. S. Tukacheva, L. Stolyarchuk and others, the issues of gender and gender approach in education are addressed, including providing boys and girls with equal opportunities in education and ensuring equality; The selection of forms, methods, and means of education that serve to fully realize the potential of boys and girls in the educational process, taking into account the psychophysiological characteristics of boys and girls; ensuring gender tolerance and gender equality in educational institutions, as well as implementing gender analysis of educational content and increasing gender literacy of teachers have been widely studied.



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In the Republic of Uzbekistan, research has been conducted on improving the quality of education in continuing education institutions based on a gender approach, developing the social activity of women, and addressing gender issues in vocational education. Pedagogical scientists O. Musurmonova, N. Egamberdieva, R. Samarov, U. Temirova analyzed the issues of increasing the social activity of women through a gender approach, and studied the issues of a gender approach in pedagogical education. According to the scientists, the process of developing gender aspects in teacher training and the principles of their implementation are considered the main stage leading to their final result. A teacher who understands gender aspects, while being aware of and sensitive to gender issues, can enable the younger generation to think and act consciously. Therefore, the movement to implement gender equality in education should begin with the teacher and encompass his or her entire activity, from the stage of preparation for the profession to the stage of continuous professional development. Therefore, in higher education institutions, in addition to professional knowledge and skills, it is very important to develop important life skills for students, including analytical and critical thinking skills, problem-solving, negotiation, interpersonal communication skills, as well as teaching them to work independently and collaboratively, and to form gender competence. This requires the implementation of a gender approach to the higher education system and the development of effective mechanisms for its management.

Gender mainstreaming is an approach to understanding the existence of gender inequalities, their causes and consequences, and to providing solutions to them. Gender mainstreaming is a change in gender relations between men and women that contributes to a more equal distribution of powers and responsibilities that has a beneficial effect on men and women. A gender approach to teacher training involves the direct inclusion of gender issues in the development of educational strategies, the definition of professional training content and technologies, the development of teachers' professional competencies, and the implementation of scientific research. In our opinion, the implementation of a gender approach to the higher education system involves increasing the sensitivity of all structural components of the educational process, namely educational, training (educational content) and methodological (teaching methods, organization of the educational process,



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pedagogical cooperation), as well as organizational and pedagogical conditions , and the management of the education system to gender issues.

Education is an important factor in social relations. Education develops the abilities of boys and girls, enables women and men to participate in the social, economic and political life of the state, and is the foundation for the development of a democratic state.

Education is a means of shaping a society's cultural, political, ethnic, religious, and gender diversity. Often, discussions of gender equality in education are limited to discussing gender parity: for example, if boys and girls are given equal access to higher education, then gender equality in education is considered to be achieved. However, ensuring gender equality in education is a broader concept than ensuring gender priority.

When analyzing gender equality in education, different dimensions can be distinguished. UNESCO recommends using the following Framework for achieving gender equality:

- **Equality in education** means creating equal opportunities for boys and girls to access formal and non-formal education;
- **Equality in education** implies that boys and girls receive fair assessment and recognition in the educational process, that is, they are engaged in uniform curricula that take into account the acceptable compromises associated with different methods of educating boys and girls;
- **Equality in educational outcomes** means that the educational outcomes of boys and girls are assessed on the basis of their individual talents and efforts. In order to ensure fair opportunities for success, the duration of education, academic qualifications and diplomas cannot be differentiated by gender;
- **Equality of outcomes** is the status of women and men, their ability to contribute to the acquisition of goods and resources, and to participate in and benefit from economic, social, cultural, and political activities. For example, this means that women and men with equal skills and experience are promoted and paid equally for their work.



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Summary

The manifestation of gender inequality can also be identified through an analysis of the management and structure of the education system, the attitudes and practices of teachers, and the content of educational materials and curricula.

It should be emphasized that gender education is a specific methodological direction, aimed at changing the situation related to the gender socialization of educational and upbringing participants in the conditions of educational institutions of the region, the beneficial partnership and mutual influence of students of different sexes for the better.

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