

STUDENTS' GENDER CULTURE IN COOPERATION WITH FAMILY AND EDUCATIONAL INSTITUTIONS MODEL STUDY

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Abstract

This article studies the models of the formation of gender culture of students in cooperation with the family and educational institutions. The changes taking place in modern society determine the rapidly developing culture and determine the need to improve the educational process using everything that develops progressive thinking, moral and behavioral models in students. The gender culture of students is characterized by the concept of gender, understanding of the essence and significance of gender characteristics in the life of society, a positive personal attitude towards oneself and society as a carrier of certain gender characteristics.

Keywords: Formation of gender culture, gender equality, gender education, personality, stereotypes, the concept of "Gender system".

Introduction

The guiding principles of the policy pursued in our Republic at all levels of education are set out in detail in the Law "On Education" and are aimed at establishing equality of the population in obtaining quality education, improving opportunities for studying and learning.

According to the Constitution, the state guarantees free compulsory basic education in state educational institutions.

The need to develop a gender culture in higher educational institutions of the Republic of Uzbekistan is a prerequisite for the socio-economic development of our country, as well as for the all-round development of the individual. The program provides for the education of students of secondary educational institutions as one of the main components of gender culture.

Gender culture includes the following:

broadening students' views on the essence of life, their inherent positive virtues and character traits in higher education institutions;

To demonstrate the physical, mental and moral qualities of students in higher education institutions; to enrich ideas about the dignity of men and women, the real and imaginary beauty of a person.

If you approach the issue at hand objectively, you should beautifully educate women and men in a conscious attitude towards building a family and raising children. So, this means that gender education should be introduced into all parts of the education system.

Although in our current reality, special attention is being paid to scientific research on gender, the general public's acquisition, assimilation, and in some places even mere interest in this topic is limited.

After Uzbekistan became a member of various international conventions during the years of independence, the interest in gender among many young doctoral students and prominent scientists has increased significantly.

The study found that children whose mothers do not have a certain level of education are less likely to pursue higher education, both for girls and boys. Moreover, a mother's lack of education negatively affects the active participation of girls in school as adults.

From the information we have received, it becomes clear that secondary education is being considered a mandatory social measure for boys, and this is true for upper-middle-class families, regardless of their place of residence. Full secondary education for girls is usually a mandatory social norm, but when a difficult situation arises (for example, the need for help at home, early marriage), there are cases of families trying to withdraw their daughters from school.

In this issue under consideration, we analyzed gender equality among students of higher educational institutions of the Republic of Uzbekistan as a key indicator of social development and observed gender characteristics in the field of education. During the research, the requirements of society were taken into account in the implementation of educational tasks facing educational institutions. Because, this is gender education; informing students about universal human and national values; Family education, aimed at shaping views, feelings and beliefs about the role of men and women in life, forming family values, and raising children. Together, all of these tasks include the development of national pedagogy on gender issues.

Experts working on the topic under study unanimously agree that developing a gender approach is a necessary condition for developing the concept of developing a gender culture in educational institutions. It is believed that if the developed pedagogical theory of the gender approach is applied to educational practice, it will significantly improve moral education, create conditions for the comprehensive formation of gender consciousness and thinking of students. To do this, it is necessary to implement this concept in practice, implement it in the conditions of joint education and upbringing of boys and girls; develop gender identity in adolescent students; It is necessary to create a system capable of forming and developing aesthetic gender.

The theoretical understanding of the issue under consideration allows us to note that the following are an integral part of gender culture.

- working with the idea of masculinity - femininity, masculinity - femininity by adolescent students of educational institutions;
- to develop ideas about the role of women and men in society and the family;
- gender values and gender mouth characteristic to account to receive;
- gender behavior strategy and shapes working exit



Emphasis killed four to the point various approaches in consideration holding, this scientific of the work dimensions, preliminary, theoretical analysis to the concept that it is justified clarification necessary. Gender- moral behavior shaping according to affairs citizenship (citizenship) position), gender culture, family to marry present, reproductive health upbringing in the process science teachers, parents community with in cooperation social in institutions work take It will be done.

Scientists to their eyes gender identity one how much structural parts covering:

- each one gender representative himself/herself and others about treatments, estimates working exit;
- gender roles in society understanding

And also appointed duty gender building acceptance to do or denial to do happened relationship, in society available happened unwritten gender play to the rules harmonious to society joining wish or unwillingness own inside can.

A.V. Mudrik their views observing If so, according to him, a person child how much growth, its development how in the event of solution doer role his/her to life about right in connection happened people plays. They socialization messengers It is said. In this parents, siblings and sisters, relatives, peers, neighbors, teachers movement does.

Observers gender verb each from one gender acceptance gender roles of the sum real "to the player" right coming that in view They are like-minded.

Today in our case situation high at the level school study of their countries education institutions, humanitarian professions, national customs and traditions and society standards representatives in the capacity of to women relatively definitely disproportion with is described.

students in higher education institutions which one gender representative from being definitely attention, separately abilities, one science in the direction happened talents, interests development for each support opportunities to create intended.

Zero, they someone something taken for granted they wouldn't do it, others would opinion, opinion, decisions, assessments with entering to leave they do not strive, they this in place immediately proof demand are made. They their own to society adjacent to shares caution with approaches, as well as from the future more hopeful to be, in life personal to success to achieve believes and this to the profession ascent means, i.e., ladder in the capacity of education take necessity with are connected. "Society by body "to be taken" and "active" active life" like values very important.

That's all important, socio-cultural of the conditions one from different if necessary, above class of students social values The hierarchy, as expected, is gender-based. definitely attention exactly to the index owner It happened. It's different. Explanation necessary if so, of life this at the stage, school child this under the circumstances of formation first of all from the stage in the past, woman and male gender in the middle difference invisible remains. Boy children for yes, to the girls yes the most important value the target is this family, okay higher information, professional skill and friends to be remains and this to consider natural We think it's more accurate. According to the results of the conducted experiment, we received the following



answer from students of higher educational institutions to our question about whether their social status in society depends on their gender:

Zero, as you can see, is a formulation of a question related to the assessment of the gender-relatedness of the social status achieved by students. It is clear that the indicators of the situation of boys and girls, when compared to the individual assessment scale, have acquired a completely different picture.

In sociology, a person's position in society depends on the sum of his statuses. Therefore, each person is a member of various social groups and, accordingly, has various statuses. In this case, what the person himself considers to be the main one is called the main status. This rule takes into account his professional or family status, or his position in the group in which he can achieve great success.

Status is both natural (i.e., each person is born with a gender, race, or nationality) and acquired later in life-earned through one's own efforts and actions. It can be said that the more free a society is, the less important assigned statuses become, and the more attainable status becomes. The general gender situation, the prevailing power, the cultural and religious climate, the prevailing politics, and the system of human relations determine the place of the entire social-gender group, for example, women and girls, in society. Assessing this situation, it can be concluded that in a patriarchal society, the status of women is deliberately lowered compared to that of men.

According to the results of the study, students of educational institutions consider three groups of problems relevant to their position:

- natural-cultural – a person's ability to listen to his body; cultivating morality, symbolism, physical and sexual orientation; a healthy lifestyle; realizing individual potentials in accordance with abilities, gender, age, and so on;
- socio-cultural, cognitive, moral, value-semantic, determined by specific socio-cultural conditions;
- socio-psychological – self-understanding, self-determination, self-awareness, and self-affirmation.

Zero, the primary sources of social information, are the student's immediate and surrounding environment, that is, his mother, father, brothers and sisters, other close relatives, teachers, peers, etc. Secondary social agents are school administrators, mass media, etc.

In conclusion, today our society is at the beginning of the formation of new political relations, the process of the third renaissance. This process requires ensuring gender equality between men and women in the socio-economic, political, spiritual and other spheres, and especially improving the participation of students in state and social construction.

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