

STAGES OF FORMATION OF GENDER CULTURE IN YOUTH

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ABSTRACT

The article examines the problems of the formation of gender culture in the family and upbringing. The social foundations are analyzed in accordance with the national mentality.

Keywords: Gender equality, gender culture, gender concept, family, education.

INTRODUCTION

Nowadays, the concepts of gender equality and gender policy are gaining popularity among the peoples of the world. Ever since the emergence of human society, there has been a constant struggle between both sexes to overcome equality and social division in the lives of women and men. Later, this understanding deepened among the nations that differed according to religious beliefs, and concepts such as gender psychology, gender politics, gender culture emerged, formed as a new direction. Most of this concept is aimed at restoring the status of women, ensuring equality, for which purpose it is enshrined in law in all countries.

Inequality in society leads to gender conflict. At the heart of the gender conflict is the restriction of the rights of one party (mainly women), so the issue is resolved within the framework of the law with taking into account certain measures. The needs and requirements of women in Uzbek households are determined by their living conditions. Specific measures will be taken to ensure their equal participation in improving their living conditions and meet the needs. If practical needs are not taken into account, their spiritual and material needs and interests are not supported, their rights as individuals will decline, and in the future this situation may lead to a deterioration of the status of women.

Therefore, the measures being taken in our country to ensure gender equality are currently relevant and effective. Given that gender equality is manifested in living conditions, support is provided depended on their own abilities.

Gender culture is formed in young people in the process of family and education. It is obvious that the role and influence of the family environment, along with school, in the formation of a gender culture is greater. The reason is that the child receives his first upbringing from the family and healthy environment, the right upbringing leads to it.

School education is a space to acquire the knowledge and skills which are necessary for the professional development of mankind. Education and the intellectual level of the individual that are the place to eliminate gender inequality between men and women in the learning process. It should be borne in mind that in education, students, whether girls or boys, can enjoy equal gender opportunities in pedagogical collaboration, regardless of gender. Gender politics plays an important role in the educational process, which has a positive impact on the state of effective educational activities of boys and girls, the ability to show their abilities, choose a profession and find a worthy place in society. In the educational process, it is impossible to

make pedagogical mistakes in the character of gender in relation to the behavior of boys and girls.

This condition results in the inability of adolescents to fully express their abilities, and in young men to have a defective view about members of the opposite sex.

In ensuring gender equality, it is important to emphasize each gender as a member of a full-fledged society, an independent individual. While human beings are valued, it is natural to recognize that this policy is in the spirit of universal values. Distinguishing people by gender is an injustice to members of the same sex. Distinguishing people by gender is an injustice to members of the same sex. Even the great scholars the East did not differentiate between a boy and a girl in the upbringing of a person. All were considered human. Abu Nasr Farabi, Saadi Sherozi, Alisher Navoi in their works promoted the idea of a perfect man. In particular, Alisher Navoi in his works "Mahbub ul-qulub", "Hayrat ul-abror" does not divide children into sexes.

Everyone should be educated and able to apply it in the interests of society. The idea that a person has a hidden talent, that he must work on himself and reveal it, is embedded in his works.

The artificial separation of human qualities into men and women develops gender conflicts, leading to meaningless restrictions on both sexes. However, it would be more correct to look at the qualities that are specific to men and women and to belong to a person rather than to the status of a person of a particular gender. The reason is that talent is present in everyone, not just in men or women, it is all human. Therefore, the right attitude in the educational process lays the foundation for the formation of gender culture in young people. In turn, as gender equality matures and gender identity develops, so do gender concepts.

According to analytical observations, the following criteria should be taken into account in the formation of gender culture:

1. To be able to establish a stable relationship between a boy and a girl;
2. Striving for mutual understanding;
3. The presence of masculine qualities in young men: courage, business acumen, nobility, diligence, not to impose their burden on women, to teach them to respect, etc.;
4. The presence of oriental feminine qualities in girls: politeness, modesty, grace, gentleness, the formation of the ability to maintain feminine dignity, prestige, etc.;
5. Honesty, mutual loyalty, sincerity, trust, respect, etc.

The foundations of gender education begin in the family. The family is the basic unit of upbringing. Boys and girls are brought up in different environments, in different contexts with different understandings. In education, if they unite and gain common ground, individuals can rely on team opinion. Many of the contradictions arise from a low gender culture in school life. The formation of gender tolerance among older students has a special place. The participation of a single person in this process is lacking because a child growing up in adolescence feels the need for counsel more than ever.

In people, views, concepts, perceptions are formed at the same age, and this view sometimes remains unchanged until the end of his life. The concept of formed gender inequality has its consequences in the family, in the upbringing of spouses and daughters. Therefore it is recommended that teachers, educated people who are around them, teach them to respect and accept people of the opposite sex.

The most pressing issue is the proper creation of the ground in the school, its impact on the formation of boys - future men and girls - future women.

For this reason, it is important to develop criteria for the effectiveness of teachers' work with students. These include:

1. Teachers' professional approach to different genders.
2. To support the self-awareness of schoolgirls as a necessary factor in the formation of masculinity and femininity in modern society.

However, it cannot be said that there are enough skills and experience in this regard. So far, the issues of teacher gender qualification formation and gender training have not been sufficiently developed. Therefore, it cannot be solved through traditional teaching aids in creating conditions for teacher training.

Gender competence is defined as a teacher's core competence based on the teacher's knowledge of the content of the gender approach in education, the ability to implement gender policy in the organization of the pedagogical process, and experience in using gender knowledge and skills.

In addition to his psychological and pedagogical knowledge, the followings should be taken into account as pedagogical conditions that determine the effectiveness of the formation of gender competence of the teacher:

- Gender knowledge and ability of the teacher in the organization of the pedagogical process in the general education institution;
- teacher's training and gender literacy in accordance with the principles of gender approach;

CONCLUSIONS

The organization of monitoring of gender competence of the teacher in the general educational institution in the conditions of his pedagogical activity.

However, the implementation of the gender approach will require serious efforts to implement changes in the structure of public institutions, taking into account the economic, social and cultural situation in the country. The man must also play his full role in order to maintain his position in the family.

The study and analysis of the problems studied leads us to an objective consideration and formation of gender culture in the context of general education institutions.

To determine the social status and status of the readers should be based not on gender, but on their activity, mobility, ability and fantasies, predisposition and creativity, individual and collective qualities.

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