



**EDUCATION IN THE CONTEXT OF “GENDER” AND THE ESSENCE OF TEACHING
THE CONCEPT OF CHARACTERISTIC**

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Abstract

Gender issues in education article of the development of national traditions, in derogation of the rights of women in the national legislation on the elimination of all forms of generally recognized international norms, it added to the norms of international documents on gender equality of the republic of uzbekistan the practical implementation of the recommendations identified in the monitoring and analysis will be completed.

Keywords: gender, education, gender, authority, continuity of the components of gender and competence criteria.

The concept of gender, which is usually used in philosophy, political science, psychology and sociology, has become a widely used scientific term in modern society, which indicates the increasing relevance of the problem. However, before discussing the complex construction of gender, it is necessary to say that gender is interconnected and has a spiritual difference.

Gender in language has a biological orientation. He described "a set of genetic and morphophysiological characteristics that ensure the sexual reproduction of organisms. In other words, gender is "an anatomical-physiological characteristic related to the physical differences between men and women."

We also mention that each individual can have masculinity and femininity to one degree or another. Therefore, despite the fact that two genders are determined by nature, depending on changes in culture, historical period, and society, variants of gender types and gender diversity are observed more often. Let's look at the interpretation of the concept of gender in different disciplines.

In psychology, "gender" is considered as a "social-biological" characteristic, and with its help, "male" and "female" are defined. In philosophy, the category "gender" is "a complex mechanism-technology, which defines the subject as both male and female in the normative process and determines who a person will be according to expectations.

In sociology, the term "gender" is interpreted as a social status that determines individual opportunities in education, professional activity, gaining power, family role, reproductive behavior.

The concept of gender is recognized by the international feminist community as "a concept used to define all social and cultural norms, rules and roles assigned to people by society based on their biological sex."



Some Western researchers believe that gender, these personality psychological characteristics, is not a role, but a "product of a special social creation." The spiritual significance of the concept of "gender" is only "What is it?" not only in the answer to the question "How is it implemented?", "Why is gender needed?"

Despite the variety of interpretations, the concept of "gender" did not find a place in the encyclopedia of pedagogy. The absence of the term "gender" in pedagogy requires its explanation in the context of our topic. From our point of view, gender is a set of "characteristics" of personality, psychological characteristics of male and female individuals, and behavior in accordance with the requirements of society and the state. Separating the main words in the definition, the main characteristics are femininity, masculinity, kindness. Accordingly, the gender approach in pedagogy is oriented to the culture of gender interaction, the education of harmonious relationships between boys and girls, the realization of their identity, the choice of ideals and life goals.

It implies a personal-social approach to the problems of gender education and upbringing. This means that the pedagogue treats the student as a subject of educational interaction aimed at discovering and developing the individuality of each person's unique and phenomenal. Dealing with boys and girls as subjects of life, helping and supporting them in search of spheres and methods of their position, acquiring the ability to "adaptive phenomenology".

It is important to note that the personality component, along with taking into account the gender factor, is the basis of the system in the content of gender education, and thus it is significantly different from traditional non-gender education.

If traditional education emphasizes the development of intelligence and thinking without taking into account the psychological characteristics of gender, gender within the framework of education, the personality-social approach is directed to the development of the personality-spiritual sphere of the students, and the sign of this is moral-spiritual qualities, life values.

The concept of "gender" is defined as a "complex system" in a broad sense. As noted by I. Abubikirova, "... it is a conceptual and experience-based, individual and social, specific cultural, physical and spiritual, and also political construction." The construction or system defined above is a reflection of the life created by man and woman in the universe, where any difference or separation is strictly hierarchical and in a relationship of priority.

The gender system includes a number of concepts:

- "gender role";
- "gender stereotypes";
- "gender adaptation";
- "gender socialization";
- "gender identity";
- "gender factors" and others.

"Gender roles" are models of behavior expected of individuals in accordance with society's perceptions of "masculinity" and "femininity". In every society, "different gender roles are completely natural, The



importance of this dichotomy is shown in the fact that it perceives its development in the symbols of "male" and "female". According to N.M. Gabrielyan, in the "sexual symbolism" of most cultures, the "male" M (yan) is associated with spirit, logos, culture, activity, power, rationality, light, form, etc. "Woman" is symbolized by W (in) matter, chaos, nature, weakness, darkness, emotionality, emptiness, lack of formation.

In most mythologies, the moon, earth, and water are interpreted as feminine elements, while fire, sun, and heat are interpreted as masculine elements. "Man" is always an active, social-creative base carrier, while "woman" is a natural-passive force. The social roles of men and women are also opposite. Men are "instrumental" and women are "expressive". A man is a breadwinner, he exercises general leadership in the family, a woman performs family and household tasks, provides warmth and coziness at home. All this testifies to the need to take these gender characteristics into account when raising boys and girls.

Thus, based on our analysis, we come to the following conclusion: the concept of "gender" in various disciplines represents the psychological, social and cultural differences between men and women. The concept of "gender" and "gender system" shows the essence of gender. Gender is a cultural metaphor that "transmits" the relationship between spirit and nature. Spirit is male and nature is female. A woman obeys the rules of men and is associated with the physical world. "Masculinity" and "femininity" are dichotomous, descriptive, divisive categories of "nature" and are given special attention. Such separation forms the appropriate ideology in society, creates a hierarchical structure, and it is reflected in politics and the practice of social institutions.

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