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TECHNOLOGIES FOR THE DEVELOPMENT OF GENDER CULTURE IN COOPERATION WITH THE FAMILY AND EDUCATIONAL INSTITUTIONS

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ТЕХНОЛОГИИ РАЗВИТИЯ ГЕНДЕРНОЙ КУЛЬТУРЫ В СОТРУДНИЧЕСТВЕ С СЕМЬЕЙ И ОБРАЗОВАТЕЛЬНЫМИ УЧРЕЖДЕНИЯМИ

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Abstract. In this article, technologies for the development of high gender culture in cooperation between families and educational institutions, as well as training and retraining of pedagogical specialists in conducting training sessions on the formation of gender culture of students in this regard, do not play a decisive role. On the contrary, the article discusses with the worldview of the teacher, his personal example as a person in the development of girls and boys at school, as well as the desire to clarify and confirm the stereotype of the gender role and gender inequality. Gender equality is consistent not only with the roles, tasks and needs of women and men, but also with the interdependence between them. Gender equality is the process of being fair for women and men. Gender equality requires the same use of socially important financial and spiritual resources, opportunities, conditions, abilities and intellect by women and men. When there is gender inequality in this regard, women's interests are usually limited. Therefore, an important feature of ensuring gender equality is to provide the balance of forces, that is, to create conditions for both men and women to manage their lives, to expand their abilities and potential.

Рассмотрены технологии развития высокой гендерной культуры в сотрудничестве семьи и образовательных учреждений, а также подготовка и переподготовка педагогических кадров по проведению тренингов по формированию гендерной культуры обучающихся в этой связи не играют решающего значения. роль. Обсуждается мировоззрение педагога, его личный пример как личности в развитии девочек и мальчиков в школе, а также стремление уточнить и подтвердить стереотип гендерной роли и гендерного неравенства. Гендерное равенство согласуется не только с ролями, задачами и потребностями женщин и мужчин, но и с взаимозависимостью между ними. Гендерное равенство — это процесс обеспечения справедливости для женщин и мужчин. Гендерное равенство требует одинакового использования женщинами и мужчинами социально значимых финансовых и духовных ресурсов, возможностей, условий, способностей и интеллекта. При гендерном неравенстве в этом отношении интересы женщин, как правило, ограничены. Поэтому важной особенностью обеспечения гендерного равенства является обеспечение баланса сил, то есть создание условий как мужчинам, так и женщинам для управления своей жизнью, расширения их способностей и потенциала.

Keywords: gender, social problem, gender equality, gender inequality, family.

Ключевые слова: учащийся, гендер, социальная проблема, гендерное неравенство, семья.

In the system of socio-economic reforms implemented in our country, the normative legal framework related to gender issues, increasing the social activity of women, improving their living conditions, creating favorable conditions for the free realization of their abilities, and supporting them has been further improved. Laws of the Republic of Uzbekistan are passed like "On guarantees of equal rights and opportunities for women and men" (2019), "On protection of women from oppression and violence" (2019) [1].

Also, the Decree of the President of the Republic of Uzbekistan dated March 7, 2019 "On measures to further strengthen guarantees of women's labor rights and support entrepreneurship" resolution NPQ-4235 and Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated March 30, 2020 "On approval of the regulation on the procedure for gender-legal expertise of normative legal documents and their drafts" N192, 2020 of June 23, 2015 "On approval of the regulation on the procedure for organizing admission to higher education institutions and recommending women to participate in the competition within the parameters of admission to higher education institutions based on additional state grants" N402, "On Measures to Improve the System of Protection of Women from Harassment and Violence" dated January 4, 2020 No. 4, dated November 20, 2019 "On measures to further improve the system of providing employment to women and developing entrepreneurship among them" No919 of 2018 on April 12, "On the procedure for providing affordable housing to women in difficult social situations, disabled, low-income, single-parent families and mothers in need of housing improvement" Decisions N285 "On Approval of the Charter" are significant in that they are aimed at ensuring gender equality and improving the social living conditions of women [2].

Gender equality does not mean that men and women are equally empowered sexually. Men and women have biological sex roles, and it is natural for there to be inequality in this process. This biological inequality should not have a negative impact on the opportunities given to both sexes, so that women can fully devote their intelligence for the development of society. Different dimensions can be distinguished in the analysis of gender equality in education. UNESCO recommends the following Framework for achieving gender equality (Gender Equality Framework):

- *equality in education* means creating equal opportunities for boys and girls to enter formal and informal education;

- *equality in the educational process* boys and girls receive fair evaluation and attention in the educational process, that is, they take into account the acceptable differences associated with the different methods of teaching boys and girls implies that they will be engaged through structured homogeneous educational programs;

- *equality in educational outcomes* means that the grades of boys and girls in educational outcomes are based on their individual talents and efforts. In order to ensure fair opportunities for success, the duration of education, academic qualifications and diplomas cannot be differentiated based on gender;

- *equality in external outcomes* is the equal status of women and men in their ability to acquire goods and resources, to participate in economic, social, cultural and political activities and to contribute to benefits. For example, this means the career growth of women and men with equal qualifications and experience, equal remuneration for work.

Manifestation of gender inequality can also be determined by analyzing the management and structure of the educational system, the attitudes and practices of teachers, and the content of educational materials and curricula [3].

Why is it necessary to study gender equality?

Today, the introduction of elements of the gender approach is becoming increasingly popular in education as an indicator of the quality of education.

Gender equality in education means ensuring the socialization process and imparting norms and concepts, including equal access to quality education about gender equality.

Quality education focused on ensuring gender equality in society affects the issues of gender inequality in the training of future teachers, in curricula, in educational literature, in the educational process, in the relationship between students and teachers and aimed at solving [4]. The training of qualified personnel that ensures the application of gender-sensitive practices and the principles of non-discrimination is carried out by introducing gender-related knowledge into the education system. Many researches were conducted on the formation of gender culture in adolescents of puberty in the Uzbek household. In this process, the effective influence of teaching high school students on gender culture was studied.

In this regard, the training and retraining of pedagogues do not play a decisive role in conducting training sessions on the formation of the gender culture of students. The worldview of the teacher, his personal example as a person, the role of the teacher in life, the stereotype of the gender role, and the desire to clarify and confirm gender inequality play a decisive role in the development of girls and boys at school as individuals. Because a teacher, along with imparting knowledge to a child, also has a personal influence, for a child who is just beginning to understand the world, the characteristics, mind and outlook of the teacher seem to be absolute truth in some cases. Naturally, the child begins to follow the person he considers ideal. Therefore, the teacher is also an influencer as a person [5]. Since the beginning of mankind, women's intellectual potential and abilities, resources and opportunities have not been used sufficiently. They have little power to be active in society, and determine their own destiny. Of course, such inequality hinders the stability of every family and the development of society. If women are forbidden to use their full potential, this means limiting the growth of each family and community to fifty percent. The principles of legality, democracy, openness and transparency, equal rights of women and men, non-discrimination on the basis of gender, and mutual understanding play an important role in ensuring gender equality. The essence of these principles is to ensure the equality of women and men, regardless of race, nationality, language, religion, social origin, belief, personal and social status. The fact that the state and society create the same conditions and opportunities for women and men to show their intellect and opportunities is an important foundation for ensuring gender equality. There are the main aspects of ensuring gender equality between the sexes, which can be classified as follows:

– The same attitude of parents towards their children who are waiting to be born. Sometimes, when a boy is expected in families, all conditions are created for him to come into the world in good health, and the whole world waits festively with wishes. Special attention is paid to the mother who gave birth to a son. If it is a girl, it may be the opposite. In gender studies, there should be the same attitude towards the birth of both sexes.

– A gender-specific strategic attitude to the education of a born son or daughter. When a child is born, it is brought up according to its gender.

After all, today our society is at the first stage of the formation of new political relations, the third renaissance process. In this process, it is necessary to ensure gender equality of men and women in socio-economic, political, spiritual and other spheres, especially to improve the participation of boys and girls in the construction of the state and society. Research shows that in order to achieve high efficiency in this regard, it is necessary to pay more attention to the following: [6].

– Giving priority to the content of social and humanitarian sciences taught in educational institutions;

– It is appropriate to organize "Gender Equality Strategy" special courses, theoretical-methodical laboratories and create software products for them in educational institutions.

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