

MODEL FOR THE FORMATION OF GENDER CULTURE IN THE COOPERATION OF FAMILY AND GENERAL SECONDARY EDUCATIONAL INSTITUTIONS

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Abstract

This article provides information on the cooperation of family and general secondary educational institutions and the formation of their model on the formation of gender culture. Today, in educational institutions, as representatives of humanitarian professions, national traditions and norms of society, it is characterized by a clear imbalance towards women.

Experts engaged in the topic under study unanimously assure that the cultivation of the gender approach is a prerequisite for the development of the concept of maturing gender culture in educational institutions.

Keywords: gender, culture, stereotype, rights, gender differences, persona.

Introduction. The leading principles of the policy in our republic are detailed in the law “on education”, aimed at improving the opportunities of the population to establish equality in quality education, to study, to learn. According to the law, the country guarantees basic mandatory free education in state educational institutions. The need for the formation of Gender culture in educational institutions of the Republic of Uzbekistan in the concept of education of learners, the socio-economic progress of our country is the basis for the comprehensive maturation of the individual. The program provides for the upbringing of students of general secondary educational institutions as one of the main inextricable parts of gender culture. Gender culture includes:

- expanding their views on the vital essence of the male and female gender in the family, their characteristic positive qualities and character traits;
- to show the physical, mental and moral identities of boys and girls in the family; to enrich thoughts about male and female dignity, about the true and imaginary beauty of a person.

Went, if you get into the problem in question impartially, then you need to beautifully educate women and men about raising a family, a conscious attitude to procreation. This means that it is necessary to introduce gender education into all branches of the educational system.

Although in our current reality special attention is paid to scientific research dedicated to gender, the acquisition, assimilation of knowledge in this topic by the general public is limited, even in some places simply interests.

After Uzbekistan entered into various international conventions during the years of independence, the interests of many young doctoral students, large scientists, as well as gender increased significantly.

From the results of the study, it is clear that in those fasts whose mothers do not have a certain level of knowledge, the attendance of their child to higher education is at a low level for girls and boys. On top of this, the lack of education of the mother negatively affects the active participation of girls of puberty in the lesson.

In this issue under consideration, we, as the main indicator of the development of society, analyzed gender equality in the cross section of older students of educational institutions of the Republic of Uzbekistan and observed gender characteristics in the field of Education. In the course of the research, the demands of society were kept in mind in the implementation of educational tasks that were transversely standing in front of educational institutions. After all, it is gender education; awareness of students of universal and national values; family education aimed at the formation of views, feelings and beliefs on the status of a man and a woman in life, the formation of family values, the upbringing of children. Together, all this includes the tasks of developing national pedagogy on gender issues.

Experts engaged in the topic under study unanimously assure that the cultivation of the gender approach is a prerequisite for the development of the concept of maturing gender culture in educational institutions. Predictably, when the developed pedagogical theory of the gender approach is applied to educational practice, it greatly elevates the improvement of moral education, provides conditions for the comprehensive formation of gender consciousness and thinking of educators. To do this, it is necessary to bring this concept to life, to follow the conditions of joint training and education of boys and girls; to develop gender identity in adolescent students; as long as a system capable of aesthetic gender formation and development should be established.

The theoretical understanding of the issue under consideration opens the way to note the inclusion of the following in the integral part of gender culture.

- ✓ the idea of masculinity on the side of teenage students of educational institutions – femininity, masculinity-work with feminine aspects;
- ✓ development of views on the attention of women and husband guys in society and family;
- ✓ gender values and gender identity taking into account;
- ✓ development of strategies and forms of gender behavior.

It is necessary to clarify that the dimensions of this scientific work, first of all, are based on the concept of theoretical analysis, while keeping in mind the various approaches to the mentioned four issues. Work on the formation of Gender-moral behavior is carried out in social institutions in cooperation with science teachers, the parents' community in the process of education of citizenship (civil position), gender culture, readiness for family marriage, reproductive health.

To the views of scientists, binaanj identification partially covered a number of composition:

- ✓ development of claims, assumptions about each gender representative himself and others;
- ✓ understanding gender roles in society.

Again also includes the attitude towards accepting or denying the assigned task according to gender, the desire or unwillingness to join a society consent with the unwritten gender Game rules that exist in society.

A.V.Mudrik the vision of the wise, it is then that the decisive role in how a human child grows, what his development is, is played by people who have direct contact with his life. They are called messengers of socialization. Parents, brothers and sisters, relatives, peers, neighbors, teachers act in this. Observers agree with the view that gender character corresponds to a real “player” of the sum of gender roles accepted from each gender side.

It is intended to provide schoolchildren with all-round opportunities to develop their abilities, talent for some direction of science, interests, no matter what gender he represents.

After all, they do not perceive something as natural, do not strive to enter into the views, opinions, decisions, assessments of others, they demand immediate proof in this place. They approach their contribution to society with caution, as well as being more promising than the future, believing in personal success in life, and attribute this to the need for training as a means of promotion to the profession, that is, as a ladder. Values such as recognition by society and active mobile life are very

important. It is important that, perhaps from the uniformity of socio-cultural conditions, the hierarchy of social values of upper-class students, as expected, acquired exactly the indication regardless of gender. When it is necessary to explain more differently, at this stage of life, when the school child goes through the initial stage of formation in these conditions, the difference between the female and the male sex becomes invisible. The most important value target for both boys and girls is Family, Good higher education, professional skills and friends, and we marry it as more correct to look at it as natural.

After all, this, as you can see, is the formulation of a question related to the assessment of the gender involvement of social status achieved by students in adulthood. It turns out that according to the step of individual assessment of the condition of boys and girls, the indicators have acquired an almost different picture.

Status is natural (i.e., the person having sex, race, nationality as they were born), and is achieved later in life – those that a person has earned due to his own aspirations, actions. It can be said that the more society is free, the less significant the established statuses will be, and the more attainable status will begin to play such an important role. Depending on the general gender situation, the power that dominates it, the cultural and religious climate, the policies pursued, the system of human relations, the entire socio-gender group, suppose, determines the place of women in society. Judging by the current situation, it can be concluded that in a patriarchal society, a woman's status is deliberately lowered below that of men.

Conclusion. According to the results of the study, the students of the educational institution consider the problems of three groups to belong to their position:

- natural-cultural-the ability of a person to hear his body; to cultivate manners, symbolism, physical and sexual inclinations; to lead a healthy lifestyle; to put into practice the ability, gender, age and, accordingly, individual capabilities;
- socio-cultural, cognitive, moral, value-semantic, determined by specific socio-cultural conditions;
- socio-psychological-self-awareness, self-determination, self-hearing and self-affirmation.

After all, primary sources of social information are the closest and surrounding environment of the student, that is, his mother, father, brothers and sisters, other close relatives, teachers, peers, etc. Secondary social agents-school administration personnel, media, etc.

Socialization of adolescents occurs through communication in a peer group, they establish close relationships established by society within the framework of educational activities, and often the gender component of personality, that is, the dominant models of self-control in the context of behavior, are determined by awareness as representatives of a particular gender.

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