

RAISING GENDER AWARENESS OR ELIMINATING GENDER STEREOTYPES IN EDUCATION

Avazova Gulzoda Usmanovna

Denov Institute of Entrepreneurship and Pedagogy

Gulzodaavazova7@gmail.com

Elmurodova L. T.

Denov Institute of Entrepreneurship and Pedagogy Professor

ANNOTATION

The history of gender stereotyping which has led to inequalities between men and women is long and complex and it is recognized that legislation, though crucial and positive actions alone do not necessarily achieve de facto gender equality. A conscious effort on the part of society to change attitudes and to accommodate difference is a prerequisite for an inclusive society. Education plays a central role in this process. Education occupy a unique position in society, and the role of the school is fundamental in promoting gender equality. By raising awareness, broadening horizons, confronting misinformation, expanding the knowledge base to include the scholarship of women as well as men, and offering new models of behavior, the school can be seen as an instrument for positive change.

Keywords: gender awareness, gender stereotypes, social values, gender equality, family, education

INTRODUCTION

Gender stereotyping continues to be an obstacle to the achievement of equality between men and women. Apart from the personal and social consequences, for both women and men, of gender stereotyping, it also has negative repercussions on countries' economic development and competitiveness. Gender stereotyping places unhealthy demands on both sexes, which inhibit their natural talents and interests from developing, and consequently limit economic progress and prevent social cohesion.

Gender stereotypes are common among students of both sexes and among the teachers and students' family environment. In addition to communication processes, they are manifested in the phenomenon of gender-based division of learning and the hidden curriculum. In developing countries, the problem of access to higher education is also unsolved, not only because of socioeconomic reasons but also because of psychological reasons — devaluation of education and professional potential of women. These factors have a negative influence on social and economic processes in general. The study of gender stereotypes is the foundation for strategies' development to overcome gender inequality and implementing a model of gender parity (egalitarian model). This model assumes that the change must take place on both sides: the impact on people's behavior by laws prohibiting discrimination, providing financial support and openings for women students; and changes in belief prevailing in the society by initiating

discussions in media, educational institutions, and community organizations with a reasoned positioning of gender equality importance.

Gender stereotyping is transmitted to children from babyhood; by parents, social networks, and early learning experiences and by media. This is imposed through interactions, expectations, dress, toys, stories, books, television. From a very early age, boys and girls are placed into the blue or the pink 'box' with its associated behaviors and expectations. Children themselves display gender stereotyped attitudes and behaviors as early as pre-school. Parents encourage gender appropriate activities and discourage cross-gender activities. Even where parents cross the gender dividing line in their behavior and expectations for their boys and girls, the other influences in children's lives compete strongly to stereotype them.

Gender awareness raising aims at increasing general sensitivity, understanding and knowledge about gender in equality.

Awareness raising is a process, which helps to facilitate the exchange of ideas, improve mutual understanding and develop competencies and skills necessary for societal change. Gender awareness raising means providing reliable and accessible information to build a better understanding of gender equality as a core value of democratic societies. As a gender-mainstreaming method, gender awareness raising is crucial for integrating a gender perspective into policies, programs, projects and services that respond to the different needs of women and men.

Gender awareness raising goes hand in hand with gender equality training as a way to transmit the necessary information and knowledge to take action.

Modern culture, including social media, are powerful influences in the development of children and young people and convey messages that reinforce rather than challenge gender stereotyping. This very visible reinforcement of gender stereotyping, which defines human traits and characteristics as being either feminine or masculine, with more positive social values assigned to traits seen as masculine, contradicts the present reality of people's lives. This reinforcement of gender stereotyping leads to the perpetuation of discrimination against women, as most of the human traits seen as feminine have less social value.

What is the role of the education system in gender based inequality? In the light of our rapidly changing world, what are schools teaching? How are they preparing children and young people for participation in society? Whose knowledge are they imparting? Who is included in this knowledge? What skills are they teaching? What expectations do they have for their pupils? Are their expectations different for boys and girls?

The education system is a subsystem of societies, and therefore reflects the culture and values of that society. In many countries, gender differentiation continues to be a key principle in shaping the practices and curricula of schools. Males are educated for public life while girls are educated to be the careers in society. This differentiation is reflected in the choices of courses taken by females and males in tertiary education. Females predominate in courses in education, health care and social sciences, while males predominate in courses in science, technology engineering and mathematics.

It should be noted that the emphasis on women and gender equality in our country is due to a number of important factors. In particular, about half of the population of our country are

women. More precisely, the share of women in the economically active population exceeds 46%. For example, 7 out of 10 employees in education, health care and social services are women. It is known that the Law of the Republic of Uzbekistan "On guarantees of equal rights and opportunities for women and men", adopted on September 2, 2019, was approved as a legal protection, legal guarantee for the role of women in society.

The law also defines the concept of gender, according to which gender is the relationship between women and men in all spheres of life and activities of society, including politics, economics, law, ideology and culture, education, and the social aspect that is manifested in the fields of science. Hence, the concept of gender does not only represent the interests of women. Perhaps the bold move of both sexes towards their own dreams and goals suggests that they should be given the same opportunity to improve their quality of life. One of the demands of a developed society is to ensure equality between men and women.

The essence of the gender approach in education is not only the understanding of the characteristics of different genders, but also the formation of tolerance for each other for boys and girls.

One of the causes of helplessness, unrest in the family is domestic violence. There is a saying among our people, "Forty days go by in a house where there is a quarrel." Where do family conflicts come from, where is the root cause?

At a time when the issue of gender equality is of great importance around the world, in Uzbekistan, this issue has risen to the level of public policy, and this is a sign of the country's progress in the field of human rights.

From interviews with women who have experienced domestic violence, from threats of domestic violence and violence to women who have applied to the "Taskin" Women's NGO in Denau District, to the Family Center, to demonstrate the domination of the perpetrator, to control and deprive women of their freedom. It is possible to understand and read that it is an action aimed at

Although there are many causes for violence, one of the main causes is gender inequality. As I studied women's issues, I realized that there is an inextricable link between domestic violence against women, inequality, and discrimination against women in society.

During the training, experts learned how to work with the family assessment format. With the help of community experts, the trainers collected information on family problems, general information about the adolescent's family / guardians, how to establish contact with the family, etc., and assessed their families' readiness to meet the child upon their return. A survey of the family conditions of 33 children in a special boarding school in Surkhandarya region revealed that 75% of the children were due to family unrest.

The nourishing roots of the atrocities taking place in the family atmosphere are embodied in superstitious customs and traditions. On the basis of such behavior lies first of all traditional upbringing. Some men perceive the committing of violence as a sudden way of finding a solution to their own treatment. Usually boys are brought up in such a way that they are hard-handed, one-word, and aggressive, and girls, on the contrary, polite, speechless, indecisive, patient, able to adapt to any conditions.

Such upbringing reinforces the social gap between men and women. Such "gender views" affect the family and society and lead to violence around the world, as well as physical, sexual, economic, psychological, intimidation and discrimination against women.

An aggressive man ignores not only his wife, but also all women and society as a whole. He insults and humiliates them. This means that the problem cannot be limited to the violent man. Perhaps this problem should be brought to the attention of all citizens, society and state policy. We start by addressing gender issues in preschool education by working with parents to help them become more aware of gender issues and to bridge gender gaps in children.

This means that if we start gender education in preschools and families, parents will bring up girls differently from boys, because society perceives girls differently than boys. This difference is not based on physiological differences, but on socialized differences that make up for such differences.

It is clear that girls are biologically different from boys. This reflects psychological or gender differences. Sexual roles stem from physical differences. The role of the woman is naturally associated with pregnancy, childbirth and breastfeeding. The violent man suffers from the loss of the affection and attention of those close to him through his actions. Often, a woman or the children she protects commit crimes beyond the bounds of protection. For example, there was a report that a high school student in one of our schools stabbed his father. It turned out that the child was mentally ill. It is said that a child always grows up seeing his father abusing his mother.

Society and the state must stop such problems, seek, and implement measures to change men's behavior. This is important because a violent man who divorces his wife through violence will continue to oppress her in the same way. This is increasingly the basis for domestic violence.

REFERENCES

- 1) Mead M. Sex and Temperament three Primitive Societies. 1935. N.Y
- 2) Бендас Т.В. Гендерная психология. – М. 2006.
- 3) Воронина О.А. Теоретико-методологические основы гендерных исследований // Теория и методология гендерных исследований. Курс лекций / Под общ. ред. О.А.Ворониной. – М.: МЦГИ – МВШСЭН – МФФ, 2001
- 4) Gender munosabatlari nazariyasi va amaliyotga kirish. –T. “O‘zbekiston”, 2007.
- 5) Gender tadqiqoti asoslari kursi xrestomatiyasi. –T. “O‘zbekiston”. 2003.
- 6) Здравомыслова Е.А., Темкина А.А. Социальное конструирование гендера: феминистская теория. Введение в гендерные исследования. Часть 1. Учебное пособие. Под ред. Жеребкиной. Харьков. ХГЦИ. «АЛЕТЕЙЯ», СПб., 2001.