



# THE IMPORTANCE OF GENDER ASYMMETRY IN THE GENERAL EDUCATION SYSTEM

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## ABSTRACT

*This article analyzes issues such as gender asymmetry in the general education system, a single and clear concept of sex education in secondary schools, gender education of teachers and other adults, the development of a single concept of gender pedagogy and the development of universal values in gender asymmetry.*

**KEYWORDS:** *Human adaptation in modern society, human individual qualities and talents, stereotypes, lack of artificial relationships, strength, independence, activism, aggression, rationality, striving for personal success, vulnerability in women, dependence, procrastination, gentleness, emotional propensity, need for help from others.*

The main conditions for the emergence of a gender approach in pedagogy are as follows: breaking the traditional system of gender differentiation, weakening the polarization of female and male social roles; changing cultural stereotypes of masculinity and femininity; objective change of gender characteristics of marriage and family relations, etc. We consider the introduction of a gender approach in pedagogy to be the most important principle of modern education and training; imply the harmonization of gender interaction on the basis of egalitarianism as the principle of equal rights and opportunities for the individual, regardless of gender. The gender approach in pedagogy is a methodological direction that allows you to rely on a system of interrelated concepts, ideas and methods in pedagogical activity. Gender self-awareness consists of efforts to ensure and support the processes of self-construction and self-awareness of the child's personality, development of his unique individuality. In addition, we can see the beginning of the process of establishing gender pedagogy as a new branch of pedagogical knowledge in pedagogy.

Research shows that the theory of social construction of gender is based on the analytical distinction between biological sex and the social process

of gender determination (gender is considered the work of society in determining gender, and gender relations are constructed as relations of social inequality) and is highly effective for studying gender issues in the context of the methodology of social construction of gender. Gender identity, which is considered as an important aspect of self-awareness and describes the experience of a person as a representative of a certain gender, is one of the main characteristics of a person, and is formed as a result of a psychological approach that studies the process of socialization in the process of interaction between "I" and others.

Based on the historiographical analysis of native problems of gender socialization, it is shown that gender asymmetry in education and science reflects the real imbalance in the ratio of men and women in the training of specialists in various fields, and reflects the obvious or hidden inequality in this field. Gender asymmetry is not a random phenomenon, but a constant factor; is a process that is formed due to objective and subjective reasons. Economists estimate that men in industrialized countries spend 70 percent of their total working time, and in developing countries more than three-quarters of it in paid work. Unlike men, women spend three quarters of their



time on unpaid work and only one quarter on paid work [1].

Gender asymmetry in the general education system is caused by the following problems: lack of a single and clear concept of sex education in secondary schools; the tendency to "exclude" men from the field of education in general; inadequate gender education of teachers and other adults. It also proves that the gender criterion in the transition to the market economy has become one of the decisive factors of social discrimination in the world of work, especially in enterprises and firms in the form of private ownership. In turn, structural changes in the labor market and employment show that the weight of women is increasing year by year, their competitiveness, social and professional mobility are increasing. By the present time, a new approach to the relationship between men and women and the issue of women has appeared in philosophical, socio-political and sociological views. In particular, the process of gender socialization is clarified as the problems of power, violence, individual's self-awareness, freedom and other social roles of the individual [2].

At the current stage of the development of education and science in Uzbekistan, it is the basis for the development of a single concept of gender pedagogy, which leads to the conclusion that positive measures are needed to help the more constructive interaction of the two sexes. Also, in gender asymmetry, the development of universal human values, adaptation of a person in modern society and its development, individual qualities and talents of a person are carried out by not imposing existing social roles, stereotypes and artificial relations on him. Thus, sexual deviations also have their own, common causal connections (determinants), which influence men's strength, independence, activity, aggressiveness, rationality, striving for personal success, and women's weakness, subordination, laziness, gentleness, emotionality, the need for others' help, impressionability and other character traits are included [3].

Gender education and the development of gender relations in the context of person-oriented education require the development of pedagogical management

models. Therefore, revealing the stages, levels and mechanisms of the formation of attitudes towards the partnership model of gender tolerant relations in the growing generation is of priority importance. Gender in pedagogical activity consists of pedagogical mythologies, attitudes and stereotypes.

It has been proven that modern society does not correspond to a strict gender division: without changing the existing system of social division of labor, it is impossible to distinguish the content of education according to gender, and the teaching methods are closely related to its content, therefore, they are considered joint and equal. Gender education appears to have a more socially functional basis than individual education, and in fact, gender pedagogy focuses on changing traditional standards rather than perpetuating and restoring them. Not the problem of separate or joint education, but the problem of gender education is important, which leads to the conclusion that it is necessary to explain the essence of stereotypes, to determine their historical variability. This is the reason for the creation of a coherent educational concept that provides for the formation of social conditions and the effective implementation of the gender approach on the basis of the modern paradigm of person-oriented education and humanization of education, which contributes to gender self-awareness and self-construction. In this sense, special attention should be paid to solving this problem in order to realize a person and develop his unique individuality. It is noted that the problem of joint and separate education is often tried to be covered with innate gender differences in mental processes and mental abilities, but the scientific data on this matter is ambiguous: gender differences are differences that are difficult to correct, objectively, and the difference between individuals is always greater than that of the sexes. Besides, they, like other cognitive abilities, are largely the result of the educational process and can change depending on the nature of the activity, the size and forms of their manifestation.

Analysis of the literature allows us to distinguish three models of gender education: repressive, liberal and democratic: the repressive model is focused on the minimum amount of information about the characteristics



of the male and female sexes, and contributes to the formation of stereotypes. And the liberal model in the perception of the opposite sex includes introducing children to any available information, although it has a negative effect on the moral formation of the individual.

The democratic model is distinguished by the fact that it focuses on the necessary information that encourages students to make a positive choice, helps to form the correct gender identity, and acquire moral culture in the field of gender relations. The analysis shows that quotas are introduced in different countries for different reasons. For example, the active activity of women's organizations and the beginning of the process of democratization of society in Indonesia, the rise of the national movement in South Africa, the decline of the apartheid policy, and the coming to power of the African National Congress were factors in the adoption of quotas. In traditional societies, such as Indonesia and Korea, gender equality is pushed from the top to the state level, but the state maintains a paternalistic stance towards women. However, in Korea, perhaps because of this, it was able to achieve remarkable results in increasing the representation of women: from 5.9% to 13% immediately after the adoption of quota regulations [4].

The analysis of the practice of forming the gender component of modern pedagogical education today allowed to identify two main approaches to the formation of its content: multidisciplinary and interdisciplinary: with a multidisciplinary approach, certain gender aspects and personality development become the subject of study within any specific disciplines. In the implementation of an interdisciplinary approach, special courses are included in the content of traditional teacher training, which have a holistic nature and allow for the purposeful formation of a teacher's gender competence using the entire arsenal of gender-oriented pedagogical technologies.

The main directions of modern gender studies are highlighted: gender as a tool of socio-economic analysis; gender in the study of "women's" issues; gender as a cultural interpretation of social development, as well as four stages of formation and development of this scientific direction: organizational and educational stage, stage of institutionalization of national gender studies; the stage of

bringing together scientists and practitioners; consists of a phase of activation of work aimed at the legalization and wider promotion of gender education in national education.

Conditions for the effective formation of gender competence in educational institutions have been developed, and their implementation should ensure the implementation of effective models of gender education and pedagogical management of the development of gender relations in the context of person-oriented education. Taking these conditions into account, the trends and directions of gender mainstreaming in education are necessary for forecasting and making the most important strategic decisions in the context of significant changes in gender-role stratification in education in modern society.

## REFERENCES

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