



GENDER EDUCATION OF ADOLESCENTS IN GENERAL EDUCATIONAL SCHOOL AS A PEDAGOGICAL PROBLEM

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ANNOTATION

The problem of gender differentiation of students is considered, the purpose of which is the deconstruction of traditional cultural restrictions on the development of the potential of the individual depending on gender, the health of students, understanding and creating conditions for maximum self-realization and disclosure of the abilities of girls and boys in the process of pedagogical interaction.

KEYWORDS: *gender approach, gender differentiation, gender competence, education .*

INTRODUCTION

It is unacceptable to raise and teach a boy and a girl in the same way, since each of them perceives the world differently, looks and sees differently, listens and hears differently, speaks and is silent, feels and experiences differently. The goals, methods and approaches of educating boys and girls should be different. Biological sex differences bring with them different emotional, cognitive, and personality characteristics. Hence the need for a differentiated approach in raising boys and girls from the first days of life [4]

The life activity of any child takes place in a unique environment that is unique to him. In the latter, a significant place is occupied by social institutions, and, above all, school and family, formal and informal associations. Consequently, it is necessary to consider the place and functions of all subjects of the educational process and their purposeful activities to create conditions for the education of gender culture among adolescents.

DISCUSSION AND RESULTS

Research by D.V. Kolesov [2], Yu.M. Orlov [3] show that education differentiated depending on the sex of the child requires systematic, purposeful management.

V.E. Kagan [1] identifies the following principles of sexual education: 1) the principle of ideology; 2) the principle of realism; 3) the principle of task optimization; 4) the principle of forward-looking initiative; 5) the principle of activity; 6) the principle of developing individual and social values; 7) the principle of complexity; 8) the principle of targeting; the principle of repetition; 9) the principle of understandability and clarity; 10) the principle of truthfulness; 11) the principle of trust; 12) the principle of purity; 13) the principle of non-excitation of sexual desire; 14) the principle of control and support.

Some of the principles described above have been used in educating gender culture. For example, the principle of

ideology involves solving the problems of the process of forming a gender culture in the context of educating a citizen, correlating individual and public interests. The principle of realism means the education of the gender culture of adolescents based on a realistic understanding of gender differentiation. The principle of a promising initiative is very relevant, since the process of educating a gender culture based on the past takes place in the present, but is aimed at preparing for the future, i.e., it is necessary to take into account the perspectives that are relevant for adolescents.

Also, in the formation of gender culture, the principle of activity was often used, which prescribes not to wait for problem situations, but to use all existing ones and create them. Internal motivations, motives for the behavior of boys and girls are formed through the assimilation of external social activities. This is the principle of developing individual and social meanings. The principle of complexity describes the planning and evaluation of specific forms of work. Following the principle of continuity is also necessary when planning the formation of a gender culture at various stages of personality development. The principle of understandability and clarity is focused on the real possibilities of understanding and comprehension by adolescents. the information provided. Failure to comply with the principle of truthfulness undermines the authority of the educator. The principle of trust implies a serious attitude to the experiences, interests and problems of the child. The principle of purity determines the moral content and presentation of information about the gender and relationships of people of different sexes.

To achieve the desired effect in the process of educating the gender culture of adolescents, it is necessary to solve a number of specific pedagogical tasks, which include education:

- social responsibility in relationships between female and male people;
- the desire to have a strong, friendly family that meets the modern requirements of society: equality of father and mother in the family; the birth of several children; a conscious



and responsible attitude to their upbringing as one's duty to society as a whole; relationships between parents and children;

- the ability to understand other people and feel respect for them not only as people in general, but also as representatives of the male or female sex, the ability to take into account and respect their specific psychological and gender characteristics;

- the ability and desire to evaluate their actions in relation to other people, taking into account gender, to develop the concepts of good and bad deeds in the sphere of these relations;

- a responsible attitude towards your health and the health of other people, about the inadmissibility of irresponsibility and frivolity in relations with the opposite sex;

- adequate understanding of adulthood: its content, true signs, manifestations and qualities.

In accordance with these tasks, every teenager should know the specific features of the opposite sex at the level of his age, consider them natural and logical, understand the principle of equal rights for men and women, should be aware of the need to build relationships with other people, taking into account their gender characteristics. For the implementation of the project of educating the gender culture of adolescents, we identified the following conditions:

1. The ideology of the project is based on the foundations for the implementation and satisfaction of the needs, needs and interests of children;

2. There is a need for unity of intentions and actions of the family, schools, institutions of out-of-school education and upbringing;

3. Creative approach to education;

4. Competence of teachers. Let's look at each of these conditions.

1. The ideology of the project is based on the implementation and satisfaction of the requests, needs and interests of children. Of course, the main figure in the process of forming a gender culture is the personality of a teenager. Sometimes, education gets in the way conflicts between adults and children, which intensify significantly during adolescence and adolescence. This is often associated with the peculiarities of adults' reactions to the behavior of their children. Relationships between adults and children should be based on respect, even if it is just a little girl or boy.

Sometimes a teacher in relations with teenagers is hindered by the lack of decentration - the ability to look at any situation from different points of view. As a result, he is unable to understand the motives of adolescent behavior. Conflicts are also facilitated by the desire to raise the child without fail, to pull him down for any reason, and the lack of a sense of humor.

The wrong reaction of teachers to the manifestation of children's sexuality, on the contrary, focuses the attention of children. It is perfectly clear that there is nothing wrong with sexual development itself, or with any of its specific manifestations. Good or bad, moral or immoral, can only be an attitude towards them, including panic, which should be regarded either as a manifestation of deep ignorance, or as a sign of immorality.

The first friendship of boys and girls must be protected, but this does not mean simply taking a position of non-intervention. This friendship must be helped, directed, protected. Strictness in education is needed, but it must be smart, kind, fair severity.

By shaping the gender culture of adolescents, the school lays the foundations for future harmonious marital relationships - an important factor in a full-fledged family, high performance and social activity, good mood, everything that is necessary for a high level of spiritual health and mutual adaptation of future spouses.

Schoolchildren should have an idea of the main age-related characteristics of their body and adequately respond to certain anatomical and physiological changes that occur during puberty (changes in appearance, signs of increasing activity of the gonads, etc.).

Every teenager should have a moral ideal of the family, an understanding of the value and necessity for a person, as the basis for well-being in life, maintaining health, and overcoming life's difficulties. Adolescents should be characterized by an understanding and conscious attitude to the specific characteristics of their peers of the opposite sex, the ability to take into account and respect these characteristics, organize their joint activities on the basis of mutual understanding and mutual respect, assess their mental and physical state, the nature and nature of the changes taking place in it, correctly treat him. It is necessary that adolescents learn to understand the essence of the spiritual and physical beauty of a person and be able to correlate these elements with the requirements for their own behavior and the behavior of other people. Schoolchildren should have a desire for a conscious assessment of the personal qualities of the object of their interest, a desire to understand their feelings, not succumbing to the first impulse. It is necessary that love was perceived more as an ethical and aesthetic phenomenon, developing on the basis of spiritual communication.

2. Unity of intentions and actions of the family, schools, institutions of out-of-school education and upbringing. This principle is expressed in the interaction of the above structures. There are quite good conditions for interaction between the family and the school. This can be expressed in holding thematic parent meetings, joint events with the participation of parents and children, hiking trips, etc. Out-of-school education and upbringing institutions, which are part of the unified education system of the Republic of Belarus, are called upon to play a large role in raising the gender culture of adolescents. To implement successful gender education, a teacher of an out-of-school institution needs to work in several directions, one of which is the study of the biological, age and psycho-physiological characteristics of boys and girls and the use of the knowledge gained in practice. Children of different genders perceive information differently. Girls are more romantic and emotional natures. Girls are no longer focused on the result, but on the process itself, which brings them satisfaction. And boys are more focused on the result to recognize their success. And they move towards this goal through perseverance, patience, showing natural strength and courage. Girls are more



conformable and suggestible than boys. Boys outperform girls in activities that require spatial ability, and girls outperform boys in verbal ability. Boys are more information-oriented, while girls are more relationship-oriented. Boys often ask adults questions for the sake of getting a specific answer, and girls for the sake of establishing contact. For boys, the subject of evaluation in their activities is very important, and for girls, the directly evaluating teacher. Boys are interested in the essence of evaluation, and girls are more interested in emotional communication. For girls, the impression they make is important, and boys perform search activities better, put forward new ideas, work better if you need to solve a fundamentally new problem. However, their quality requirements, thoroughness, and accuracy of execution are not high. Only a few of the features of boys and girls are listed. Of course, exceptions are possible, but if the teacher has knowledge about the characteristic biological, age and psychophysiological differences of children, then the educational process organized by him becomes more effective.

3. Creative approach to education. This principle is expressed in a creative approach to organizing the process of educating adolescents' gender culture, depending on the situation, the age of the students, and the existing relationships in the team [5]. In addition, you need:

- timely reaction of adults to certain features of the behavior of adolescents, their relationships with peers of the opposite sex, emotional assessment of these features; an adequate response to certain manifestations of a teenager's sexual development, based on a solid knowledge of what is normal in his development and what is a deviation from the norm. Teachers must remember that their reaction to all these manifestations is one of the important ways of educating a gender culture;

- examples of the correct attitude of adults towards representatives of the opposite sex. Adults should not bring their conflicts to the attention of children, they should not clarify their relationship with them, etc. The teacher needs to draw the attention of schoolchildren to positive examples of the attitude of people of different sexes to each other, to mutual manifestations of love, attention and care of adult men and women, accompanying them with appropriate comments. This can be considered as a special method of moral and sexual education - education on positive examples. Examples can also be taken from works of fiction, cinema, etc.;

- communication to students of information oriented in a certain way, both in response to their questions, and on their own initiative, individually or in the form of specially organized conversations, classes, etc., as well as information included in the content of various academic subjects. This information can be conveyed both separately by gender, and jointly for boys and girls, boys and girls. Of great importance is the recommendation of specialized literature and its discussion.

It is known that in order to consolidate certain educational influences, the corresponding activity of the educated person is necessary. A person in any kind of activity cannot act as a being outside of sex. On the one hand, this means that any type of activity can be used to educate gender culture, on the other hand, that it is difficult to find any kind of activity that should

be specially organized or stimulated in the interests of the process of educating gender culture. Therefore, any type of student activity - work, communication, knowledge - can serve the interests of students. sex education, if teachers give their assessment of the features of this activity not in general, but from the standpoint of the existence of two sexes, the importance and social value of a certain nature of the differences between them.

4. The competence of the teacher. Education of the gender culture of adolescents should be carried out by teachers who are competent in matters of age and individual characteristics of boys and girls. The teacher must have the following knowledge:

First, to have clear ideas about gender culture. Know the essence of gender culture, own the necessary terminology. Be able to distinguish its structure. Be able to determine the real state of gender culture through observation, creating problem situations, questioning, and a specially developed methodology for determining the formation of gender culture according to the main criteria (cognitive, emotional-volitional, moral).

Secondly, to take into account the peculiarities of the social development of the boy and girl. A child develops as a representative of a certain gender thanks to his relationships with parents, peers, and other people who make up his environment. The family is the first educator in terms of time and closest to the child. Mothers usually play a decisive role in the development of children. However, it is necessary to think about the family, and not about one of the parents as an educator. The contribution of the mother and father is not determined by the quantitative measure of "more or less," but significantly depends on the general atmosphere in the family, the system of relations of adult family members to each other and to the child.

After the birth of a child, certain stereotypes are formed in the parents: they see in the child's behavior signs of conformity or inconsistency with what they think a boy or girl should be. Conformity is encouraged, inconsistency is resisted. Parents say or express their attitude with the words: "you are a boy, and boys ..."

It is believed that parents identify themselves more with a child of the same sex and moreover want to be a model for him. The style of relationship between the sexes is transferred to communication with children: fathers treat their daughters in a sense as little women, and mothers treat their sons as little men.

The role of the father should be presented to the child as a balanced, stable, strong friend of his wife and children. He is expected to show restraint in the expression of feelings, even if they are unconditionally present, and to make a fair and impartial assessment of positive and negative events. Currently, the role of the mother is changing: a woman often tries to dominate her husband and children.

Thirdly, the teacher must know the psychological characteristics of male and female. It is known for certain that differences in the behavior, interests and inclinations of boys and girls are observed almost from birth. For example, a girl



from an early age is interested in the sphere of direct human existence: relationships between people, everyday items. The boy's interests are in the field of technology, vehicles. Girls tend to be caring, while boys tend to be transformative and constructive. The receptivity of the female psyche and the productivity of the male are noted. The teacher needs to take into account the specific behavior of boys and girls. The girl is more conformal, quickly adapts to new circumstances. The boy, on the other hand, is less inclined to adhere to the established framework, creates a noisier atmosphere around him, but not because of a conscious desire to violate, but because of "... a propensity inherent in the male sex for active, transformative activity" [2, p. 29]. This is especially important to consider when evaluating a child's behavior.

CONCLUSION

Thus, we considered the pedagogical conditions necessary for the implementation of the project for the formation of gender culture. Undoubtedly, the main figure in the process of forming a gender culture is the personality of a teenager, i.e., the ideology of the project is based on the implementation and satisfaction of the needs, needs and interests of children. The unity of intentions and actions of the family, school, institutions of out-of-school education and upbringing is of great importance. A creative approach to the organization of the process of educating the gender culture of adolescents is required, depending on the situation, the age of the students, and the existing relationships in the team. The competence of a teacher lies in a clear understanding of gender culture, taking into account the peculiarities of the social development of a boy and a girl, knowledge of the psychological characteristics of male and female, taking into account the characteristics of sexual development and puberty, a differentiated approach to the process of educating gender culture in younger and older adolescents, the availability of information communicated to schoolchildren.

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