
THEORETICAL ANALYSIS OF THE CONCEPT OF GENDER RESPONSIBILITY

N.J. Sagindikova.

Associate Professor Of The Karakalpak State University Named After Berdakh, Uzbekistan

ABSTRACT: In this article, gender features in the formation of personality and influencing their qualities were studied and analyzed using the analysis of literature and research by scientists.

KEYWORDS: Gender, gender characteristics, student psychology, responsibility, educational activity, psychological characteristics, social relations, youth psychology.

INTRODUCTION

Psychology is one of the main fields that studies people in modern society. Research work is being carried out in this area on various topics. The object of our scientific research is the theoretical and practical study of the gender phenomenon. Theoretical complexity, their limited in accordance with gender research regarding “youth”, as well as knowledge of another field, the recipient is an interdisciplinary character to have _ Practical complexity lies in the absence of a comprehensive system of gender education that has a long-term impact on human consciousness, as well as in the lack of experience in organizing such education that takes into account the peculiarities of gender relations in modern society. means and methods of appropriate preparation.

A.V. Smirnova suggests that modern researchers rely primarily on an understanding of gender as a sociocultural construct and as a category of social stratification. Since as a result of research on educational gender problems, scientists made the following conclusions:

teachers pay more attention to male students and expect the highest results from them;

teachers encourage male students to express themselves and be active, and female students to be obedient and diligent;

a study of verbal and non-verbal communication practices in education has shown that the dominant forms of teaching are masculine, where the emphasis is on action, which significantly impoverishes the emotional spectrum of communication;

a higher level of violence against female teachers and students has been recorded;

mixed schools are an arena where male students learn to socially belong to the male gender, they dominated on the playground and in the classroom over female students, constantly demanded services from them in the provision of office supplies, and used physical and verbal aggression;

different reactions of teachers to violation of discipline, i.e. Female students, as a rule, are reprimanded for minor violations; the same behavior on the part of male students is not punished;

Teachers explain the low performance of children of different sexes differently, i.e. for female students - lack of abilities, for male students - insufficient perseverance;

According to teachers, the education of female students was less important, since they were perceived as future mothers and wives, so male students, who were oriented towards making

efforts in the public sphere, were given more attention. As a result of this, girls underestimated their abilities, and guys overestimated them

Pointing out that historically the gender model of each profession was formed taking into account the biological criteria of gender role differences in the distribution of social roles of men and women, M.V. Nevezhina focuses on the fact that in the conditions of the new realities of society, which has taken the path of democratization of all spheres, the hierarchy of an individual's social status necessarily changes in the direction of achieving gender parity. Equal rights to higher education, guaranteed by the Constitution, on the one hand, allowed women to realize themselves in a traditionally male professional field of activity. However, on the other hand, due to the still existing hidden form of gender discrimination, which results in gender disparity in the sciences and especially in technology, women generally have to overcome significantly greater obstacles than men to achieve equal success. In this aspect, recently, mentioning gender in speeches at conferences and seminars, articles and scientific works has become a sign of good manners, since this concept has acquired the status of the most used and popular in domestic vocabulary and periodicals. On the one hand, according to the scientist, this is positive, since through knowledge of the essence of the concept of gender, we, through the means of the press, mass culture, scientific, social and political programs, join global trends in the development of civilization. On the other hand, it is negative, because the incorrect use and superficial interpretation of the term gender largely discredits the idea of gender equality and democracy, defined by the strategic course of development of the 21st century by the special session of the UN General Assembly in 2000. In this regard, it is advisable to clearly distinguish the term sex from the term gender. Thus, gender is traditionally determined physiologically, the biological belonging of a person to the category of men or women and is characterized by the presence of certain morphological characteristics that he receives at birth. From the fact that a person belongs to a certain gender - male or female - follows his specific physical data, clearly limited biological functions and the ability to perform certain types of activities, in particular those related to the reproduction of individuals into the world. In contrast to sex, gender is understood as the social-role status of an individual, which determines his social opportunities in public life, education, professional activity, access to power, as well as his role in the family and reproductive behavior. Sex and gender, according to A.N. Shevchenko, enter into certain facets, important aspects of the personality of any person, and not absolutely independent things. They are interconnected and interdependent. At the same time, the term sex is predominantly associated only with biological characteristics, while gender is associated with a wider range, for example, cultural, socio-psychological differences. The relationship between the above sex/gender aspects in the process of sexual socialization has different interpretations. At the same time, a relatively large number of concepts that directly or indirectly describe the process of formation of gender identity, their inconsistency and some vagueness require detailed analysis, the study of their interdependence. Considering the modern essence of the concept of gender through the prism of theoretical and methodological guidelines of predominantly foreign feminist theory, S.V. Skutneva emphasizes that they primarily capture a specific set of cultural characteristics that determine the social aspect of the behavior of people of different sexes, as well as the dimensions of the

communication process between them. Gender, according to the position of the scientist, is, on the one hand, one of the fundamental dimensions of the social structure of society, along with other socio-demographic and cultural characteristics (nationality, social origin, level of education and profession, age characteristics), and on the other hand, a reflection of the socio-cultural side of belonging person to a certain gender, taking into account the differentiation of communication between men and women. Thus, gender is directly constructed through the corresponding system of socialization, division of work responsibilities, roles, stereotypes and social cultural norms in general. In turn, this kind of social norms determines the psychological qualities and professional activities of people depending on their biological sex. It is in this context that being a real woman/real man does not mean that they have certain physiological characteristics from birth, but the fulfillment of an appropriate social role depending on the gender stereotypes, ideas, rules and norms accepted by a particular society. Because of this, women and men today are not born, but become them during gender socialization, an important basis for the development of which is the family, close society, educational institutions, etc.

.Thus, based on the above, it is appropriate to conclude that the gender phenomenon is becoming a very relevant issue in modern scientific research, affecting almost all branches of science, and therefore has a fairly broad interpretation. The scientific study of the concept of gender began to be actively carried out precisely in the new socio-historical conditions of the development of modern society. Today, more active research into the characteristics of the gender phenomenon is being implemented in the context of various problems, mainly within the framework of the social sciences and humanities. Thus, having originally emerged in the conceptual apparatus of sociology, the term gender is successfully used in the context of quite different branches of scientific knowledge, as one of the basic categories. In particular, this concept is most often interpreted in the meaning of a socio-cultural mask of gender, which determines the social-role status of an individual (as opposed to biological sex), which determines its social capabilities.

The phenomenon of gender as an object of scientific research is not without difficulties in theoretical and practical terms. The theoretical difficulty lies in the relatively “young age” of gender studies, their limitations, as well as the interdisciplinary nature covering various fields of knowledge. Practical difficulties lie in the absence of a holistic system of gender education that would have a long-term impact on human consciousness, as well as the lack of experience in organizing such education that would take into account the specifics of gender relations in modern society, gender tools and the methodology of appropriate training. At the same time, taking into account the above difficulties, relying on modern research approaches, taking into account the purpose and objectives of this dissertation, it is advisable to understand the phenomenon of gender as a rather complex socio-psychological construct, which includes differences in roles, behavior, mental, emotional and other characteristics between people of different sexes, which are formed mainly under the influence of the reference society.

REFERENCES

1. Andreev, V. I. Pedagogy of creative self-development [Text] / V. I. Andreev - Kazan: Kazan University Publishing House, 1998. - 318 p.

2. Gornostaeva Z.Ya. "The problem of independent cognitive activity" // Open. school. – 2008. - No. 2
3. Lorber J., Farrell S. Principles of gender construction. // Reader of feminist texts. Translations /ed. E. Zdravomyslova, A. Temkina. - St. Petersburg, 2000. - P. 187-192.
4. Likhobabin M.Yu. The formation of the information society: gender dimension. // Gender everyday life: materials of the third gender readings. - Rostov n/d, 2006. - pp. 123-128.
5. Kamenskaya E.N. Study of gender in the process of cultural and historical development. // Sociological thought in Russia. - Taganrog: TPTV Publishing House, 2002. – P. 120-124.
6. Smirnova A.V. Schoolchildren's and students' ideas about the gender roles of men and women in modern Russian society. // Woman in Russian society. - 2005. - P. 167-170.
7. Nevezhina M.V. Gender discrimination in the world of work: experience of struggle at the international level. // Journal of foreign legislation and comparative law. 2018. - No. 3. - pp. 187-193.
8. Sagindikova. N.J. Responsibility and its manifestation in youth psychology International Journal of Mechanical and Production Engineering Research and Development (IJMPERD) ISSN(P): 2249–6890; ISSN(E): 2249–8001. Vol. 10, Issue 3, Jun 2020, 11849-11854 © TJPRC Pvt. Ltd. www.tjprc.org (hidden)
9. Sagindikova N.J. Conditions for the development of gender responsibility in a moral society. Education and innovative research. Scientific and International Journal Bukhara. 2023/11. 263-267b. <http://interscience.uz>