

## GENDER DIFFERENCE OF PEDAGOGY

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### ABSTRACT

*Gender education in the narrow sense is, first of all, educational programs on gender issues, which are read in various versions for students, as a rule, in socio-humanitarian specialties. In a broader sense, gender refers to education that promotes gender equality and helps to overcome negative gender stereotypes. In this sense, gender education does not necessarily have to be expressed in any specific educational programs; it is, as it were, "diffused" in the processes of teaching and upbringing and is part of the ideology of higher education.*

**KEYWORDS:** *Gender Education, Ideology Of Higher Education, Gender Approach, Gender Equality, Problems Of Gender Education, Physiological Characteristics Of People, Community Activities, Private Sphere, Full Potential.*

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### INTRODUCTION

Modern science distinguishes between the terms "gender" and "gender" (gender). The first was used to denote the anatomical and physiological characteristics of people. With the help of these features, all human beings are divided into men and women. With the development of scientific research, it became clear that from a biological point of view, there are more similarities than differences between both sexes. Big weight, tall height, muscular figure are no longer indicators of male differences. The only significant biological difference between men and women is their role in the reproduction of offspring. [1]

Gender education begins to draw attention to gender role issues. This means recognizing the negative impact of gender stereotypes and eliminating the inequalities associated with them. Gender education for girls results in greater self-confidence, perseverance, independence and participation in community activities. The result for boys is overcoming fear of failure, coping with aggression, increased socialization and responsibility, and greater emphasis on the private sphere. [2]

An important function of gender education is to separate facts from beliefs and opinions. Through the analysis of stories or their own actions, children can quickly accept the fact that girls can behave like boys and boys can be sensitive and vulnerable as normal. All children should perceive themselves as highly organized and unique individuals with different qualities. Stereotypes and persistent expectations related to gender roles can hinder the development of personality and the fulfillment of the full potential of both girls and boys.

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Gender education is an ongoing process that cannot be limited to certain types of educational activities. Teachers should avoid stereotyping gender roles from childhood and provide girls and boys with equal opportunities to participate and interact in any activity. Girls should be involved in education and sports, while boys should be involved in caring for someone. Both should be involved in all activities, such as choirs, performances and dances, carpentry, cooking, hiking and chess. Girls should receive positive feedback for their accomplishments, and boys for caring and solidarity. [3]

Another important goal of gender education is to help children recognize the social value of traditional women's occupations such as motherhood and qualities such as caring, attention, cooperation and tolerance. This recognition can lead to genuine partnerships between men and women, which is the main goal of gender education. In this way, children learn that the different contributions of men and women to family and society are equally important and that both men and women have equal rights and responsibilities. [4]

The problems of gender education are caused by the presence of persistent, traditional gender stereotypes - ideas about the differences between men and women that are stable for a given society in a given historical period. Gender stereotypes are assimilated starting from early childhood in the process of socialization (assimilation of the ideas prevailing in a given culture about the correct behavior, the distribution of opportunities, abilities and responsibilities, etc.). There are several groups of stereotypes: masculinity - femininity, distribution of family and professional roles between men and women, gender stereotypes associated with the content of work.

Gender pedagogy is a set of approaches in the system of education and training aimed at helping children feel comfortable in pedagogical and interpersonal interaction and be able to cope with socialization problems, an important component of which is the child's self-identification as a boy or girl. A pedagogical gender approach helps to move away from the point of view of predetermined male and female social roles, statuses, rigid fixation of gender patterns of behavior, to reduce the negative impact of gender asymmetry and gender stereotypes on the younger generation. [5]

The preconditions for the emergence of a gender approach in pedagogy and its methodological foundations are substantiated: philosophical (culturological, personal, anthropological approaches), socio-psychological (bio-sociocultural approach in explaining gender differences) and pedagogical (personality-oriented approach of a culturological type).

The analysis of the cultural and historical development of the pedagogical theory of the gender approach showed its interdisciplinarity. The pedagogical theory of gender approach is based on:

- The provisions of philosophy (on gender equality, on the equality of the ability of men and women to learn,
- about the social conditioning of "natural" inclinations and characteristics of men and women, etc.),
- Differential psychology (gender aspects of attention, memory, mathematical and speech abilities, emotions, empathy, anxiety, etc.),

- Social psychology (on the relationship between biological and social in the category of "gender", gender identity as the basic structure of personality),
- Sociology (on ensuring gender equality),
- Psychophysiology (gender differences in the lateralization of the hemispheres; features of working capacity, fatigue of boys and girls, etc.),
- pedagogy (the formation of the concept of "gender education", the isolation of the moral aspect of gender education, in connection with the need for sex education, the problem of joint and separate education, the influence of the gender-role structure of the team on the development of the individual).

The main idea of the gender approach in pedagogy is to take into account the specifics of the mutual influence on the development of male and female representatives of all factors of the educational process: content, teaching methods, organization of the educational process, pedagogical communication.

The goal of the gender approach in pedagogy is the gender education of a person of culture, citizen, moral personality, capable of maximum self-realization and disclosure of their abilities. This factor helps gender pedagogy as a new branch of science.

Gender pedagogy as an independent branch of pedagogy has its own theoretical basis, its own sources, the most important of which is gender psychology. Psychological research reveals the features of gender-role development, the formation of sexual (gender) identity, psychological sex at different age stages; mechanisms of gender socialization; gender characteristics of the individual. The results of gender research in psychology make it possible to scientifically substantiate the system of gender (sex-role) education at different age stages.

Gender pedagogy represents an actively developing branch of scientific pedagogical knowledge. The implementation of a gender approach in education meets the urgent requirements of the time, trends in the development of scientific theory and the needs of pedagogical practice.

The increasing attention to the problem of upbringing, taking into account the characteristics of gender, was influenced by the humanization and democratization of the domestic education system. A humanistic, personality-oriented approach to children required taking into account in the educational process not only age, but also gender characteristics of a person, individual characteristics of children.

The development of issues of upbringing, taking into account the characteristics of gender, is impossible without a psychological justification of the tasks, content, methods of semi-differentiated upbringing. Foreign and domestic research in the field of gender psychology formed the theoretical basis for the development of a differentiated approach in the upbringing and teaching of children.

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