

EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY  
RESEARCH AND MANAGEMENT STUDIES

VOLUME04 ISSUE11

DOI: <https://doi.org/10.55640/eijmrms-04-11-18>

Pages: 117-121



TEACHER'S GENDER CULTURE: ESSENCE AND METHODS OF FORMATION

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ABOUT ARTICLE

**Key words:** Gender, gender culture, pedagogical culture, social stratification, education system.

**Received:** 19.11.2024

**Accepted:** 24.11.2024

**Published:** 29.11.2024

**Abstract:** Gender studies are becoming increasingly important for understanding and regulating inter-gender relations in society. The concept of gender culture is one of the main concepts of these studies, the article highlights the essence, components and levels of this concept, and outlines methods for the formation of gender culture.

INTRODUCTION

Gender culture as a social phenomenon is one of the main elements of culture. In turn, this concept itself is a complex component, including political and legal, educational, household, economic, historical and many other aspects. Undoubtedly, the main subject of the development of gender culture is the education system as an institution in which the process of gender socialization can be carried out [1].

Today, access to mass education seems to many to be commonplace, and the articles of the Constitution of the Republic of Uzbekistan, which emphasize the equality of women and men, the equal rights and opportunities of women and men in the management of public and state affairs, as well as in other areas of public and state life, may seem to some to be a formality. In fact, these simple truths are the result of centuries-old, complex social processes. On December 18, 1979, the United Nations General Assembly adopted the Convention on the Elimination of All Forms of Discrimination against Women, which, with its emergence, indicated the official recognition of the fact of gender inequality in the world, and also declared this position unacceptable. As of April 2010, this Convention had entered into force for 186 countries. The independent Republic of Uzbekistan ratified this Convention in June 1995. The Convention is the main international instrument for addressing gender discrimination. By ratifying it,

states are obliged not only to establish formal legal equality between men and women, but also to take measures to ensure that women exercise their rights on an equal footing with men. In addition, states are required to submit a report every four years on the measures taken and the difficulties encountered in implementing the provisions of the Convention.

**Purpose and justification.** The upbringing of gender culture is an important criterion of democracy and should be one of the priorities in the legal and social life of the country. The education system, as an important subject of socialization, should ensure the implementation of the norms of world and Uzbek legislation, including those in the field of protection of women's rights. However, in our opinion, the concept of gender culture should not be equated with the issue of discrimination against women. This is a broader concept that includes the difficulties inherent in modern Uzbek men and women, as well as interpersonal relationships, etiquette, etc.

In addition, the concept of "gender" itself should be used to shift the perspective of social consciousness from issues of sexual differences and polarity to issues of a universal human nature, to realize the principled equality of men and women, to recognize the right to express one's gender. To understand current gender problems, it is important to trace the evolution of perception of the essence of a woman, her place and role in society, the history of the women's question, the reasons for its emergence, to evaluate historically formed approaches to its solution and see the prospects for their further development. Most of the history of mankind known to us is the history of patriarchy. The idea of biological determinism has been leading for many centuries. In the works of prominent philosophers of different eras, the necessity of the unequal position of people is often justified, and almost never the question of the possibility of another path of social development arises.

**Description and solution of the scientific problem.** In a narrow sense, gender culture is an individual-personal characteristic of a person, part of the general culture of the subject of social relations, reflecting his competence in the field of sexual relations, worldview positions, special value orientations and behavioral models. Depending on the individual gender picture of the world, a person forms a patriarchal (dominant-masculinity) or egalitarian (French *égalité*-equality) type of culture. In the general culture of a teacher, a special place is occupied by pedagogical culture, which characterizes the level of his knowledge, education, qualifications and skills, which are manifested in the system of pedagogical values, direction of thinking, professional and personal qualities, methods of pedagogical activity, speech communication and style of professional behavior in the educational environment. Pedagogical culture, as an element of the system, is related to general culture. The synthesis of pedagogical and gender culture allows us to define a teacher's gender culture as a set of socially

significant knowledge, skills, abilities and competencies of a teacher regarding gender role interactions in the educational environment, reflecting the level of formation of the necessary moral and spiritual qualities, the worldview values on which pedagogical practice is formed, characterizing the attitude towards men and women as subjects of social interaction. O'qituvchining gender madaniyati fanlararo yo'nalishga ega. O'qituvchining gender madaniyatining quyidagi tarkibiy qismlari mavjud:

- historical: knowledge of the stages of evolution of the position of men and women in society, historical facts of the contribution of men and women to the development of society and human civilization;

— philosophical: mastering the formation and evolution of the views of the classics of philosophy about the place and role of men and women in society;

- moral: knowledge of the rules and norms of behavior of individuals depending on their gender and the opposite sex and their introduction into pedagogical practice;

- cultural: taking into account the gender characteristics of national cultures in the formation of status-role relations between men and women and using these characteristics in inter-gender communication in the educational process;

- linguistic: knowledge of the specific features of verbal communication between men and women, the laws of the formation and development of their speech culture;

- psychological: knowledge of the features of the functioning of the psyche of boys and girls during the perception, processing and assimilation of educational information and taking them into account in the educational process;

- pedagogical: effective use of forms, methods, techniques and means of pedagogical interaction with students, taking into account their gender;

- legal: knowledge of the normative and legal framework regulating the social protection and responsibility of men and women in the field of marriage, family, labor and interpersonal relations, the ability to apply this knowledge in practice.

- sociological: the ability to analyze social processes that affect the status-role relations of men and women in the system of social stratification.

The gender culture of a teacher is structurally characterized by the following features: a) epistemological - this is a set of knowledge that allows him to effectively realize his pedagogical

potential through equal gender positions; b) ontological - the main important elements of masculinity and femininity in the personality; c) axiological - the sphere of values and norms of consciousness; d) service-related - ethical - the perception of men and women as equal subjects of professional and pedagogical relations; e) activity-related - the exclusion of discrimination on the basis of gender when assessing student achievement.

The gender culture of a teacher includes two aspects: a) the culture of communication in the pedagogical team of an educational organization and b) the culture expressed in pedagogical skills in teaching and educating representatives of different sexes during training sessions.

Several levels can be distinguished in the gender culture of a teacher:

- 1) the highest level, which characterizes the perception of representatives of the opposite sex as equal subjects of pedagogical interaction;
- 2) the high level, which reflects the attitude towards men and women as a harmonious combination of general pedagogical professionalization in the educational environment;
- 3) the average level, which does not take into account the specific characteristics of the psyche, thinking and behavior of representatives of the opposite sex;
- 4) low level - the perception of women as unequal competitors to men in the professional educational environment; and
- 5) unacceptably low level - the perception of representatives of the opposite sex in terms of discrimination in the educational system.

Final part. What measures should be taken in our country's education system to increase the level of gender culture of teachers? An analysis of existing experience on this issue has shown that the main ones are:

- conducting gender expertise of textbooks being prepared for publication and accepted for general education and higher education;
- organizing advanced training and professional retraining courses on gender issues for practicing teachers;
- introducing a gender approach to the educational process of educational institutions;

- supporting research, targeted grants and dissertation research on gender issues by the Academy of Sciences, scientific foundations and humanitarian scientific journals;
- scientific works and methodological literature on the organization of educational activities taking into account the gender and age characteristics of students
- conducting gender trainings, scientific and practical conferences, educational and methodological seminars at the national, regional and district levels;
- developing and testing diagnostic tools to assess the level of gender culture of teachers in various types of educational organizations;
- explaining to parents and the general public the features and benefits of gender education for personal development.

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