

Development of Social Activity of Girls Students Based on the Gender Approach

Guzal Mamatkarimovna Kurbonova¹, Taylakova Gulnoz Mamatkarimovna²

¹Candidate of pedagogical sciences,
Associate Professor, Department of General Pedagogy,
Tashkent State Pedagogical University named after Nizami

²Teacher, Guliston State University



Abstract – The development of youth social activity in society is a requirement of the present. The article discloses the history of the concept of “gender”. The psychological and pedagogical foundations of the social activity of female students on the basis of a gender approach are highlighted. Regulatory documents are provided. The activities related to gender equality are listed.

Keywords – Gender Approach, Mechanism, Tradition, Social Activity, Psychological and Pedagogical Adaptations, Social Characteristic.

In the modern system of higher education, the dynamics of the socio-political participation of girls and women in society, activities in the field of scientific potential, the level of employment in the labor market, and the value attitude to marriage are characterized on the basis of regulatory documents. Among them: the Constitution of the Republic of Uzbekistan [1] and the Universal Declaration of Human Rights.

The declaration adopted on December 10, 1948 states that “all people are born free and equal in dignity and rights” and further: “every person must have all the rights and all freedoms set forth in this Declaration, without any difference in with regard to race, religion or other situation” [2].

After several decades after the adoption of this document, the level of legal culture of the population has noticeably increased. In our country, thoughts about the need to take into account gender differences and identities in

the educational process began to be expressed at the end of the last century. In fact, the gender approach has emerged as a continuation of feminist theory. The term “gender” was coined by the American psychologist Stoller in 1968 and means “gender”. As for the female half of humanity, special attention is paid to this issue. That is why the formation of women as full-fledged creators of a truly new civil society based on democratic principles is considered today as a special part of the spirituality of all mankind.

One of the important achievements of pedagogical science can be called the opening of opportunities for training and education based on gender equality. This phenomenon is of particular importance in terms of the humanization of continuing education. The regulation of social and educational relations between girls and boys is of great pedagogical importance, since it is in the process of training that social relations are formed between all members of society, that is, men and women.

The Fourth World Conference on Women, held in Beijing in 1995, is another step forward since the 1985 conference in Nairobi. The Beijing Declaration and Platform for Action adopted by it affirms its commitment to specific actions to ensure the observance of women's rights.

At a UNESCO conference on October 9, 1998, it was recognized that the goal of a higher education system is to build a society free of violence and a gent. The need for processing curricula using new pedagogical technologies and modern methods to achieve this goal was emphasized.

The materials of the special session of the UN General Assembly on "Women 2000: Gender Equality, Progress and Peace" and studies conducted under the auspices of the World Bank show that there is a direct link between the economic development of countries and gender equality. The importance of this problem for the development of society is evidenced by the ever-increasing interest in this area in all countries of the world.

On July 2, 2010, delegates to the UN General Assembly voted unanimously to create a unified United Nations entity responsible for accelerating progress towards achieving the Organization's goals related to gender equality and the empowerment of women.

The new United Nations Entity for Gender Equality and the Empowerment of Women called UN Women brings together four divisions of the world organization: the United Nations Development Fund for Women (UNIFEM), the Division for the Advancement of Women (DAW), the Office of the Special Advisor on Gender Issues and Advancement of Women; and the UN International Research and Training Institute for the Advancement of Women (INSTRAW).

Currently, all UN efforts are aimed at achieving the sustainable development goals (SDGs) adopted at the beginning of this decade. In each of the 17 SDGs, women have an extremely important role to play, and many of the tasks are directly aimed at recognizing the equality of women and contribute to the empowerment of women, both as a goal and as its achievement. So the fifth goal is directly "to ensure gender equality and the empowerment of all women and girls".

Training and education based on gender differences is a combination of educational and enlightening means that have a comprehensive impact on the preparation of students for a future life.

In modern conditions, the inclusion of gender characteristics in the educational process of the university is

increasingly recognized as a natural pedagogical phenomenon. Despite the fact that sex has been actively studied by psychology before, in connection with the emergence of a new term (gender) in social science, a number of new directions have emerged: "History of gender", "Gender psychology", "Gender aspects of philosophy", "Gender anthropology", "Gender Sociology", and later "Gender Pedagogy". The concept of "gender" covers, first of all, the socio-psychological and pedagogical aspects of the relationship between men and women, boys and girls. This concept is associated with new public views and the culture of people.

The emergence of such an approach in pedagogy presupposes the formation of boys and girls' skills and abilities, which in the future contribute to their manifestation in microsocium in socio-economic and spiritual-moral terms. The ancient culture and traditional practice of treating a woman as a mother and a woman today began to prevail at all levels. This state of affairs had a serious impact on the situation and the choice of women.

Gender theory approaches the issue of distinguishing features inherent in men and women from different points of view. The main differences between the sexes are manifested in the social (social) identity of men and women.

These differences are formed in society through public institutions, norms and cultural beliefs. Here the social aspects of gender differences are of particular importance.

Gender differentiation is the basis for the development of the humane system of society and education in the socio-pedagogical aspect. The basis of gender pedagogy is not just a characteristic of the specific features of the education and upbringing of boys and girls, but the formation of skills based on gender differentiation.

Women and girls make up half the world's population, equivalent to half the potential of humanity. That is why gender equality is one of the most important human rights and challenges of our time. It plays a key role in ensuring peace and harmony in society and the full realization of human potential through sustainable development. In addition, it has been proven that the involvement of women in society ensures productivity and economic growth. Of course, humanity has a long way to go to achieve full equality of men and women in terms of their rights and opportunities. Since even in the world community there are negative facts in relation to the female sex.

For example, more than a billion women in the world are denied legal protection against domestic violence. The

gender pay gap is 23 percent in the world as a whole and reaches 40 percent in rural areas, and the importance of the unpaid work that many women do is not recognized.

The percentage of women in national parliaments is on average less than a quarter, and even less on boards of directors. Therefore, it is extremely important to put an end to gender-based violence in the world community in all its manifestations, to ensure equal access for women and girls, men and boys to education, health care, economic resources and create equal opportunities for participation in political life. This also applies to employment opportunities in general and leadership positions.

The fundamental reforms taking place in all areas of our society are bearing fruit. Today our republic takes its rightful place among the developed countries of the world in terms of economic, social, political, cultural and educational activities.

Similar changes are being consistently implemented in the educational work of educational institutions. During the period of fundamental changes in the socio-economic, spiritual and intellectual life of Uzbekistan, the organization of the educational process on the basis of gender equality has become an integral part of the pedagogical process and scientific research.

REFERENCES

- [1] The Constitution of the Republic of Uzbekistan. - T .: Uzbekistan, 2018 .-- 76 p.
- [2] International human rights treaties / Editor-in-Chief AH Saidov. - T .: Adolat, 2004. - 498 p.
- [3] Convention on the Rights of the Child // Basic International Documents: Collection of documents. - Moscow: International Relations, 1989.
- [4] Boboeva Z., Usmonova Z. Chrestomathy of the Basics of Gender Research Course. - T .: Uzbekistan, 2003. - 276 p.
- [5] Shaburova O.V. Gender: A modern philosophical dictionary. - M .: Panprint, 1998 .-- P. 180-183.
- [6] Bock G. History, the history of women, the history of sexes. THESIS: Woman, Family, 1994. - No. 6. - P. 170-200.