

## FEMINISM AND ITS BASIC CATEGORIES IN LEARNING WOMEN'S ISSUES

*Narimanova Jamola Yuldashbayevna*

*English teacher at Uzbekistan State World Languages University, Tashkent city, Uzbekistan*

---

### Abstract

This article is intended to analyze the origin and progress of global feminism. Feminism is a mass movement commenced by women of all groups to eradicate all forms of feminist oppressions by men that are prevailing in a patriarchal society. It always fights against all types of oppressions on women. It is a procedure that takes attempts to understand and conceptualize gender roles and advocates for the annexation of women's interests in social organization. It tries to explain the phenomenon of gender inequality. It is considered as a politics to achieve gender equality in all spheres of the society. Feminists support of ensuring equal individual rights and liberties for women and men.

**Keywords:** Feminism, oppression of women, views of scientists, gender equality and issues.

---

### INTRODUCTION

About half of the global human population is women. In every step, all over the world; women face inequality, subordination, and secondary class status. Often they are victim of the oppression, marginalization and exploitation in the patriarchal societies. Before the First Industrial Revolution (IR), the human life was not men dominated, and both men and women contribute equally in the society. The IR began in England in about 1750-1760 that lasted to sometime between 1820 and 1840. The IR dramatically changed the global social order and consequently, a new gender system started worldwide that disadvantaged women (Mohajan, 2019). During this period, men started to work in the industries and women were restricted to the domestic sphere. As a result, they remain vulnerable socially, politically, and economically. The industrialization also developed a new class system; aristocratic class (Anderson & Zinsser, 2000). In the 21st century there is no straightforward definition of feminism. At present, there are as many definitions of feminism as there are feminists depending on their own beliefs, history and culture, but gender equality is common to all. Feminism is a women basis socio-political movement and ideology, and supports the idea "*women should share equality in society's opportunities and scarce resources*" (Delaney, 2005). Oxford Dictionary defines feminism as "*the belief and aim that women should have the same rights and opportunities as men; the struggle to achieve this aim*". The feminism is characterized by "*the activism for the purpose of challenging and changing women's subordination to men*" (Ferree, 2006).

Feminism is an ideology that demands an equal right of men and women in terms of politics, decision making, career, and having children. It consists of a number of social, cultural and political movements that take attempts for equal rights of men and women (Asnani, 2020). It is considered as a struggle to achieve same rights, opportunities and dignity as men have in the society (Raj & Davidson, 2014). It has raised much in the western upper-class society and the women have fought for women's suffrage and reproductive rights (Agger, 1998). The rise of feminism in Europe occurred as "*women of all classes became increasingly aware of the way in which their sex influenced their life chances and experiences*" (Fuchs & Thompson, 2005). It endeavors to see an end to the dominance of men over women, and to provide equal rights between women and men in all fields ranging from household issues to politics (Kuleli, 2019).

Different disciplines, such as sociology, philosophy, economics, and politics, served as distinctive intellectual backgrounds of feminism (Herouach, 2019). Feminism explains and suggests directions for the change in social and environmental factors; tries to highlight the propose interventions for women's intrapersonal and interpersonal concerns, and provides a perspective for evaluating social and environmental experiences of groups and individuals, regardless of sex or gender. It has changed the lives of millions of women (Anderson, 2016).

Nyoman Kutha Ratna has realized that feminism is a tool for women to fight for their rights, which is closely related to racial conflicts between weaker groups and stronger groups (Ratna, 2004).

Shruti Jain has observed that digital revolution has paved the way for a new iteration of feminism. She has believed that the digital space can become a breeding ground for sexism and misogyny. She also highlights the strengths and deficits of contemporary cyber feminism through postcolonial and postmodern feminist theories (Jain, 2020).

Rowland Chukwuemeka Amaefula has discussed the aspects of African Feminisms to enhance the conditions of African women (Amaefula, 2021).

Sofian Herouach has investigated students' attitudes towards the social status of Moroccan women. He has realized that feminism, female activism, and international human rights may influence the cause of women's liberation. But, some factors, such as religion, patriarchy (an idea about sex differences that institutionalizes male dominance throughout a society), and marriage legislation could stand against the cause of female freedom (Herouach, 2019).

Alison Jagger has defined four theories of feminism; liberal feminism, Marxist feminism, socialist feminism, and radical feminism more clearly for the first time (Jagger, 1983).

Bimer Eyayu Enyew and Alemeneh Getaneh Mihrete have analyzed the appropriateness and applicability of liberal feminist theory and strategies that attempt to achieve gender equality and to reduce women oppression and subordination (Enyew & Mihrete, 2018).

Ananya Bhardwaj has dealt with the importance of Marxist Feminism in the 21st century. She has also highlighted the struggles of the working class and their revolution within the feminist framework (Bhardwaj, 2021).

Silvia Federici focuses on aspects of feminism and gender in Marx's theory. She has discussed the significance and the importance of Marxism on contemporary feminist theory and feminist movements (Federici, 2018).

Feminism and its main features.

There is no fixed definition of feminism and it has a variety of meanings and interpretations. Feminists of different fields of life define feminism according to their own social, political, religious, and cultural perspectives. According to Cambridge Dictionaries, feminism can be seen as "the belief that women should be allowed the same rights, power, and opportunities as men and be treated in the same way, or the set of activities intended to achieve this state". According to the Encyclopedia Britannica, "feminism is the belief in the social, economic, and political equality of the sexes". It consists of a number of social, cultural and political movements, theories and moral philosophies concerned with gender inequalities and equal rights for women. It is against the abuse of power, and seeks equality and justice under different domains, such as economy, class, caste, race, culture, religion, etc. (Hundleby, 2012).

Therefore, feminism is a diverse, rival and often opposing collection of social theories, political movements, and moral philosophies. It mainly looks social, political, and economic inequalities of women (Adawo et al., 2011). It tries to describe women oppression; searches strategies, causes, and consequences to remove discrepancies from the society. It takes attempts to achieve the objective of equality, dignity, rights, emancipation and empowerment of women (Tong, 2009). Therefore, it is the struggle against sexism, where male supremacy and female oppression are happened. Actually, sexism is not a modern phenomenon and is a form of social oppression (Gimenez, 1975).

Women all over the world are seen lacking access to opportunities, knowledge, skill and even some basic human rights. In every nation, women are victim of oppression, suppression; and consequently, they are highly marginalized. From the ancient period human took attempts for establishing gender equality in the ancient society by reducing the discrimination (Freedman, 2002). Plato (427-347 BC), a Greek philosopher, revealed that women possess “*natural capacities*” equal to men (Scott, 1996). Some scholars believe that the word “*feminism*” comes from the word “*femme*” that means woman (Collins Dictionary, 2010). Actually it is originated from the French word “*féminisme*” and its derivatives are still obscure. Charles Fourier (1772-1837), a French philosopher and utopian socialist, is credited for the coining of this word in 1837. It is a socio-political movement, first occurrences in France centers in 1880s as an activity under forms of demonstrations (Herouach, 2019). Later, the activity is moved to the USA in 1910 (Hilversum, 1994). Feminism began as a political thought when Olympic de Gouges (1748-1793) wrote the “*declaration of the rights of women and the female citizen*”, in 1791, which demanded equal rights for women based on “*The Rights of Man and Citizen*” that is published during the French Revolution (Mousset, 2007). Similar thinking has risen in the USA in 1848, in England in 1878, in Russia in 1848, and in China in 1911 (Raj & Davidson, 2014).

Feminist is a person who believes in the social, political, and economic equality of the sexes. The feminist aims to terminate all forms of male domination. Feminist research focuses on gender and tries to establish gender equality in the world (Kaur & Nagaich, 2019). The conservative feminist Genevan philosopher, writer, and composer; Jean-Jacques Rousseau (1712-1778), had argued that men and women are by nature not merely different in kind but different in “*natural rank*”. She wrote that women are biologically fit to play the roles of wives and mothers, and unable for work in the public sphere. She revealed that women being weaker physically, intellectually, and emotionally. She tried to establish sexual dimorphism on the logic that men are more rational, and women are more emotional and passionate, and set up complementary roles for men and women (Rousseau, 1754). She and some other social contractualists have not considered women as rational human beings. Although they have conservative believe about feminism, and do not think about the gender equability; later English philosopher and physician John Locke (1632-1704), known as the “*Father of Liberalism*”, had argued that the sexes should receive the same education, share equal rights, and responsibilities (Hirschmann, 2009). Betty Friedan, the first president of the National Organization for Women had published “*The Feminine Mystique*” in 1963. Although women has the right to vote and hold property, but they spend too much time for polishing and organizing homes that experience boredom and anxiety. She has realized that they need to go outside of the domestic area by entering into public life as a paid employment. She has argued that equality and human dignity are not possible for women if they are not able to earn. Consequently, employment opportunities for women need to be widened, and many discriminatory laws must be abandoned (Friedan, 1963).

In conclusion, Feminism is an umbrella term for a number of cultural phenomena. It tries to acquire freedom for women to work, and make independent economically, and psychologically (Malinowska, 2020). It indicates institutional and grassroots activities to abolish gender-based inequalities from the society. It hopes to discover the hidden reality of male domination, and women subordination and subjugation in the world, and aims to give equal rights to women economically, politically, and socially (Brunell & Burkett, 2019). It supports a broader struggle of freedom for women to make their own decisions related to their bodies, financial independence, freedom to choice their lives and sexual choices, and liberation from all types of oppression (Omvedt, 1990; Learner, 1994).

Actually, in the society, women oppression and subordination are different; consequently, different feminist groups have emerged in different times. But the main goal of every group is to achieve gender equality (Tong, 2009). Feminism can be manifested into seven categories as; i) liberal feminism, ii) Marxist feminism iii) socialist feminism, iv) radical feminism, v) ecofeminism, vi) cultural feminism, vii) black feminism, and viii) postmodern feminism (Jaggar, 1983). Each ideology tries to describe women’s oppression, explains the causes and consequences, and suggested strategies for women liberation. Feminists support a gender-based view of the state, which is based on the creation of a gender-neutral society (Brunell & Burkett, 2019).

On the other hand, they are against the flawed, vague, and illogical procedures of thinking and writing about women (Papa, 2017). Most feminist categories suggest for the elimination of misperceptions, sexual inequalities, restrictions, and oppression faced by women (Bryson, 2007). Feminism seeks to appreciate the ways in which women are oppressed: socially, economically, politically and psychologically to reduce their various oppressions (Bressler, 2007).

### References:

1. Anderson, H. S. (2016). Feminisms in Canadian Educational Contexts: A Literature Review. *Canadian Journal for New Scholars in Education*, 7(2), 37-46.
2. Brenner, J., & Holmstrom, N. (2013). Socialist-Feminist Strategy Today. *Socialist Register*, 49, 266-287.
3. Brenner, J., & Ramas, M. (1984). Rethinking Women's Oppression. *New Left Review*, 144, 33-71.
4. Bressler, C. (2007). *Feminist Literary Theory: An Introduction to Theory and Practice*. New York: Prentice Hall.
5. Mustafayeva, S. (2023). XORIJIY TIL (INGLIZ TILI) NI O'QITISHDA ZAMONVIY PEDAGOGIK TEXNOLOGIYALAR; TURLI METODIK USULLAR VA METODLAR. *Инновационные исследования в современном мире: теория и практика*, 2(18), 37-40.
6. Ergashev, H., & Mustafaeva, S. (2023). ЎРТА ОСИЁ ШИШАСОЗЛИГИ. *Инновационные исследования в современном мире: теория и практика*, 2(17), 126-129.
7. Mustafaev, U., & Mustafaeva, S. (2022). HIGHER EDUCATION: ADVANTAGES, PROBLEMS AND SOLUTIONS OF THE CREDIT-MODULE SYSTEM. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(9), 258-264.
8. Mustafaeva, S. U. (2022). LINGUISTIC APPROACHES OF STYLISTIC TOOLS IN IMPROVING THE COMMUNICATIVE SKILL IN THE CLASSROOM. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(5), 1134-1139.
9. Mustafayeva, S. U. (2021). HOZIRGI DAVR TALABI ASOSIDA INGLIZ TILINI O'QITISH JARAYONIDA TURLI TAMOYILLAR VA METODLARNING O'RNI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(11), 277-282.
10. Ягьяева, Э. Б. (2023). НЕКОТОРЫЕ ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ ДЛЯ ЭФФЕКТИВНОГО УСВОЕНИЯ ЯЗЫКА. *Herald pedagogiki. Nauka i Praktika*, 3(3).
11. Ягьяева, Э. Б. (2021). ТРУДНОСТИ ОТДАЛЕННОГО ОБУЧЕНИЯ СТУДЕНТОВ НЕ ФИЛОЛОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ (ТУРИЗМ). *Актуальные вопросы современной науки и практики*, 109.
12. Yagyaeva, E. B., & Zokirov, A. (2022). PECULIARITIES OF THE ORGANIZATION OF MULTI-ETHNIC, CONVENEED MAHALLAS DURING THE YEARS OF INDEPENDENCE. *Science Time*, (2 (98)), 19-22.
13. Yagyaeva, E. (2023). NOFILOLOGIK TA'LIM YO'NALISHLARIDA XORIJIY TILNI O'ZLASHTIRISH XUSUSIYATLAR. *Yosh Tadqiqotchi Jurnali*, 2(3), 3-7.
14. Ягьяева, Э. Б. (2017). Язык как отражение культуры народа. *Вопросы науки и образования*, (3 (4)), 85-86.
15. Musurmon, I. (2020). THE ESSENCE OF THE CONCEPT OF " CULTURE ", " PROFESSIONAL CULTURE " IN SHAPING PROFESSIONAL CULTURE FOR STUDENTS OF PROFESSIONAL COLLEGES. *European Journal of Research and Reflection in Educational Sciences Vol*, 8(1).



16. Imomov, M. (2023). PRIORITY PRINCIPLES OF PROFESSIONAL CULTURE DEVELOPMENT OF STUDENTS ON THE BASIS OF A COMPETENT APPROACH. *Science and innovation*, 2(B4), 172-175.
17. MUSURMON, I., ZULFIYA, A., SURAYYO, A., MUXAYYO, A., & AZIZA, K. (2022). The Importance Of Interactive Methods And Logical Games In Preparing Students For Professional Pedagogical Activities. *Journal of Positive School Psychology*, 6(11), 1293-1296.
18. Pirnazarovich, I. M. (2021). METHODOLOGY OF DEVELOPING PROFESSIONAL CULTURE OF COLLEGE STUDENTS ON THE BASIS OF COMPETEN
19. Musurmon, I. (2021). Criteria and indicators defining the level of professional development of a professional graduate (On the example of vocational colleges in industry). *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(1), 1326-1330.
20. Musurmon, I. (2020). USE OF MODERN INFORMATION TECHNOLOGIES IN THE PROCESS OF FORMING A PROFESSIONAL CULTURE OF STUDENTS OF TECHNICAL SPECIALTIES. *BBK 87*, 87.
21. Хайдаров, М. М. (2019). Историческое развитие основ семейного права и его принципов в Республике Узбекистан. *Современный мусульманский мир. Международный научный журнал Российского исламского института*, (2), 5.
22. Исмоилов, М. (2022, February). ЎЗБЕКИСТОНДА ТАСАВВУФНИНГ ЎРГАНИЛИШИГА ДОИР. In *International Conference on Multidimensional Research and Innovative Technological Analyses* (pp. 169-172).
23. Ismoilov, M. M., Lutfillayev, K. M., & Egamov, A. A. (2021). Activities Of Central Asian Commentators In The Science Of Tafsir (On The Example Of Surah" Laylat Al-Qadr"). *Turkish Online Journal of Qualitative Inquiry*, 12(6).
24. Djuraeva, S. N., & Rakhimjanov, D. A. (2022). TRADE RELATIONS OF THE SURKHAN OASIS ON THE GREAT SILK ROAD IN THE MIDDLE AGES AND THE CRAFTS THAT FLOURISHED THERE. *American Journal Of Social Sciences And Humanity Research*, 2(12), 56-61.
25. Рахимджанов, Д. А. (2022). Роль Абу Хафса Насафи В
26. Развитии Учения Мутуридия. *CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY*, 3(11), 194-199.
27. Рахимджанов, Д. А. (2022). АБУ ХАФС НАСАФИ И ЕГО КНИГА «КИТАБ АЛЬ-КАНД». *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 290-294.
28. Rahimjonov, D. (2019). The importance of social rehabilitation of people who have fallen under the influence of extremist ideas in the process of globalization. *The Light of Islam*, 2019(1), 12.
29. Mirrahimova, M. H., Khalmatova, B. T., & Tashmatova, G. A. (2019). Bronchial asthma in children: a modern view of the problem. *Toshkent tibbiyot akademiyasi axborotnomasi*, (1), 31-34.
30. Миррахимова, М. Х., Халматова, Б. Т., & Тошматова, Г. А. (2019). Бронхиальная астма у детей: современный взгляд на проблему.
31. Tashmatova, G. A., & Khalmatova, B. T. (2021). Bronchial asthma in children during the covid-19 pandemic: a feature of the course.
32. Tashmatova, G. A., Shakarova, M. S. Q., & Emirova, A. R. (2020). Meaning Of Respiratory Mycoplasma Infection In Children With Bronchial Asthma. *The American Journal of Medical Sciences and Pharmaceutical Research*, 2(12), 47-54.

33. Toshmatova, G. A., Shakarova, M. S. Q., & Emirova, A. R. (2020). Meaning Of Respiratory Mycoplasma Infection In Children With Bronchial Asthma. *The American Journal of Medical Sciences and Pharmaceutical Research*, 2(12), 47-54.
34. Toshmatova, G. A., Shakarova, M. S. Q., & Emirova, A. R. (2020). Meaning Of Respiratory Mycoplasma Infection In Children With Bronchial Asthma. *The American Journal of Medical Sciences and Pharmaceutical Research*, 2(12), 47-54.
35. Khalmatova, B., Mirrakhimova, M., Tashmatova, G., & Olmosov, R. (2017). Efficiency of the usage of antagonists of leukotrienic receptors at children with bronchial asthma. In *International Forum on Contemporary Global Challenges of Interdisciplinary Academic Research and Innovation* (pp. 291-296).
36. Ташматова, Г. А., Халматова, Б. Т., & Миррахимова, М. Х. (2020). Распространенность аллергических заболеваний у детей, проживающих в промышленных городах Узбекистана (по данным анкетирования).
37. Abdulloeva, M., Pulatova, K., & Mirzaev, R. (2023). ORTIQCHA VAZN VA ARTERIAL GIPERTONIYA BILAN OG'RIGAN YOSHLARDA YUZAGA KELADIGAN JINSIY ZAIFLIK. *Евразийский журнал медицинских и естественных наук*, 3(4 Part 2), 91-94.
38. Khasanjanova, F. O., Samveilovna, P. K., & Bakhtiyorovna, Y. I. (2023). EVALUATION OF THE CLINICAL EFFECT OF SIMVASTATIN IN PATIENTS WITH UNSTABLE ANGINA AT A YOUNG AGE.
39. Pulatova, K. S., Inoyatov, S. S., & Numonov, D. U. (2022). REDUCED SEXUAL DYSFUNCTION IN YOUNG ADULTS WITH OVERWEIGHT AND ARTERIAL HYPERTENSION. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(1), 302-306.
40. Баратова, М. Р., Косимова, Ш. М., & Хидирова, Н. К. (2021). ПРЕИМУЩЕСТВА БИОСТИМУЛЯТОРА УЧКУН ПРИ ВЫРАЩИВАНИИ ОГУРЦА В УСЛОВИЯХ АНДИЖАНСКОЙ ОБЛАСТИ. *Life Sciences and Agriculture*, (1 (5)), 68-72.
41. Kudratovna, K. N., & Mirzakhamitovna, K. S. (2022). The Use of the Biostimulant Uchkun in the Cultivation of Pumpkin Variety Spanish 73. *Current Journal of Applied Science and Technology*, 41(42), 15-19.
42. Косимова, Ш. (2022). ҚОВОҚ НАВЛАРИНИ ЕТИШТИРИШДА БИОСТИМУЛЯТОРЛАРДАН ФОЙДАЛАНИШ ИМКОНИАТЛАРИ. *Zamonaviy dunyoda innovatsion tadqiqotlar: Nazariya va amaliyot*, 1(27), 149-152.
43. Kudratovna, K. N., Mirzakhamitovna, K. S., & Rakhimovna, B. M. (2022). ADVANTAGES OF BIOSTIMULANTS IN GROWING PROMISING PUMPKIN VARIETIES. *British Journal of Global Ecology and Sustainable Development*, 10, 83-88.
44. Баратова, М. Р., Касимова, Ш., Закирова, Р. П., & Хидырова, Н. К. (2020). ВЛИЯНИЕ КОМПОЗИЦИИ УЧКУН ПЛЮС НА УРОЖАЙНОСТЬ ТЫКВЫ СОРТОВ ПАЛОВ КАДУ 268 И ИСПАНСКАЯ-73. *Конференцію зареєстровано в УкрІНТЕІ (посвідчення № 645 від 21.10.2020р).*, 9.