

Educational Opportunities Based on Gender Equality and Differences

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ABSTRACT

In history, women's education is a very complicated phenomenon, in many cases it was not possible to do it, only from the beginning of the 20th century, women had the opportunity to get education on a global scale. From the point of view of gender relations, the issue of child care, upbringing and education can be considered in two ways: firstly, the upbringing and education of girls and boys through the influence process; secondly, it occurs through the reproductive function of the woman in the family (increase or decrease). The article discusses them.

Regarding gender equality in the education system, "National Elementary In an article published in 1966 in the "Principle" magazine, the new curriculum for the school, in which children were grouped by gender, caused the intense interpretation of opinion sociologists. According to the article, Wakefield Elementary School in Fairfax County, Virginia was selected for the experiment. At that time, boys and girls were taught separately. For boys, more subjects were taught, construction work and practice were emphasized. In classes intended for girls, special attention is paid to sewing and doing household chores. Boys and girls are given different texts to read. In this way, the sex of school education

differences are studied. The study found that gender inequality in schooling has several consequences. The majority of boys than girls in educational institutions in fields such as natural sciences, engineering and medicine is of a global nature. Such cases are also in the sociological studies we conducted

recorded. In particular, there are a number of problems related to the historical and cultural heritage in the field of education and the traditional upbringing of girls in the family, the formation of girls' and women's character, and certain patterns of understanding the role of women in social life. These factors do not affect girls' and women's education and career choices.

As usual, the decision of the girl's education is made by her parents and close relatives as she becomes subordinate in her parents' family and then in her husband's family. Even mature girls and boys take it for granted that they follow the path they choose.

The results of the research conducted within the framework of the family planning project confirm that the choice of women's education is often determined by parents or husbands and is mainly limited to the field of pedagogy and medicine. - they said that building a family is the

first priority. Many girls agreed that they should stop learning after marriage. On the other hand, educated and qualified young women are children

Due to the increase in sight-related tasks, loss of experience and skills, they remain unable to compete in market conditions.

Women's great strain on having children affects everyone's level of education: women in their 20s give birth the most in Uzbekistan. While the enrollment of girls and women in compulsory secondary education is high this indicator decreases in the later stages of education.

The newly independent states started to work with international organizations, using international experience in the protection of women's rights, gave the opportunity to introduce and develop the idea of gender equality and modern concepts, new for the region.

These positive and negative situations require a new approach to women's problems, that is, a serious adaptation of gender education both in terms of style and content.

The fact that the 21st century is known as the information age

not for nothing. After all, the society develops and finds progress based on the knowledge and entrepreneurship of the individual. The educational process, organized on the basis of gender differences and equality, makes an important contribution to the development of society and appears as a necessary component for the cultural, socio-economic and ecological sustainable development of the student.

In our country, only at the end of the last century, ideas about taking into account gender differences and similarities in the educational process began to be put forward.

At the UNESCO conference on October 9, 1998, it was recognized that the purpose of the higher education system is to build a society free from violence and oppression. In order to realize this goal, it is noted that it is necessary to re-develop educational programs using new pedagogical technologies and modern methods. The newly developed curricula take into account the equality of men and women, as well as the gender factors of all subjects. These preliminary attempts based on the world practice of the UN

The "Development" program was supported by UNESCO, "Open Society" and "Komak" fund institute. As a result, the gender studies course was introduced into the programs of Moscow State University, Kharkiv University and a number of higher education institutions of the CIS countries.

Proceedings of the special session of the UN General Assembly in 2000 on the theme "Women and Girls - 2000: Gender Equality, Development and Peace", recent studies prepared by the World Bank show that there is an inextricable link between economic development and gender equality. The importance of this problem in the development of society can be clearly seen in the example of the growing interest in this field in Germany and other European countries in recent years.

Since 2001, in some higher education institutions of Uzbekistan, lectures covering one or another aspect of gender studies have been given by enterprising teachers in the form of special courses. Experiences in this regard have shown that students' interest in gender studies is strong. There is no doubt that the study of gender studies in the higher educational institutions of our republic will help not only the formation of the thinking of future specialists based on the latest analytical achievements in the world, but also the further development of this field in the science of Uzbekistan.

Gender differences and similarities are based on taking into account the similarities and differences in the educational activities of girls and boys in the educational process. This, in turn, helps ensure the effectiveness of the educational process. Belonging to one or another gender

determines the capabilities of the student. Research aimed at taking into account gender differences and similarities between girls and boys is being carried out on a fairly wide scale in gender pedagogy and psychology.

It consists in fundamentally changing the structures based on the ideology of equal rights and opportunities in gender and using the place and potential of women in the world for sustainable development processes. One aspect we pay attention to is the UN in Uzbekistan Nargiza Jo'raboeva, UN System Coordination Adviser and Ifoda Abdurazakova, UN Public Relations Assistant, authored by the UN Office in the "Guide for Youth on the MDGs": "Gender equality is equal for boys and girls, men and women at all levels of education and in all work activities means equal control of rights, resources, and equal representation in society and politics. As we educate girls, we create opportunities for them to independently evaluate social and family problems, to learn more about hygiene and sanitation, to give birth and raise healthy children, and to understand the values of culture and aesthetics.

Today, consideration of gender differences and peculiarities in the educational process is recognized as a natural pedagogical phenomenon. However, there is no scientific interpretation of this phenomenon in didactics. It is becoming clear to all experts that it is impossible to ensure the effectiveness of the educational result without taking into account the peculiarities of gender differences in the educational process. In particular, psychologists are making a number of achievements in this field.

The term "gender" was introduced into scientific use by American psychologist Stoller in 1968 and means "sex". Although sexual relations have been actively studied in psychology before, the emergence of a new term has created new trends in social sciences. Such branches of science as "Gender History", "Gender Psychology", "Gender Aspects of Philosophy", "Gender Anthropology", "Gender Sociology", and later "Gender Pedagogy" were formed. 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 depends on the new social views and culture. The concept of gender as a category of socio-economic analysis is developing in the CIS region. Meanwhile, in Russia, Kazakhstan, Kyrgyzstan, Ukraine and other republics of the former union, a number of achievements have been made in introducing the gender studies course into the curricula of higher education institutions. One of the most important achievements in the field of pedagogy today is the opening of opportunities for education based on gender equality and differences. This phenomenon has a special value from the point of view of humanization of education. The Constitution of the Republic of Uzbekistan establishes the legal basis for ensuring gender equality in the education system. On the basis of the Law "On Education" adopted in 1997, equal rights of boys and girls studying in all educational institutions and choosing a profession are ensured. In the 2004-2005 school year, the number of boys and girls studying at the school was almost the same, 51% were boys and 49% were girls. This gap increases in the system of secondary special and vocational education. 64% of boys and 36% of girls study in academic lyceums, and 53% of boys and 47% of girls in vocational colleges.

In Uzbekistan, there are gender balance problems at higher levels of education, including academic lyceums and higher education institutions. Since the first years of independence, the government of Uzbekistan has made significant efforts to eliminate this trend and raise the status of women in all areas is being implemented. Understanding the positions of boys and girls in society and family, preparing them for family and community life is considered as one of the urgent issues in the educational process. In this sense, the government of Uzbekistan fully agrees with the decisions made in the final documents of the fourth world conference on the status of women held in Beijing on September 4-15, 1995.

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