

GENDER APPROACH THEORY OF STUDENT SOCIAL ACTIVITY DEVELOPMENT

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ANNOTATION

The social activity of young people's development in society is requirement of a nowadays. There is lightened in the article the psycho-pedagogical aspects of students-girls social activity from the point of view of gender approach.

Keywords: gender perspective, mechanisms, traditions, social activity, psycho-pedagogical adaptation, social characteristics.

INTRODUCTION

Only in some CIS countries, in particular in Uzbekistan and Kazakhstan, new mechanisms have been created for universal human rights, including women's rights, such as the Ombudsman Institute and the Institute for Children's Affairs. At the same time, the expansion of the powers of such institutions and ensuring their effectiveness has become one of the most pressing issues of our time.

After the abolition of the official communist ideology, traditional values and traditions took the place of the existing one. The practice of traditionally treating women as mothers and wives has become predominant at all levels. This practice has had a significant impact on the choice of women, especially in rural areas. Even today, there are occasional views and customs that discriminate against women. Today the level of legal culture of the population is growing. The fact that educated women do not know their rights or how to exercise them exacerbates the situation. Positive work is being done in our country to eliminate the shortcomings in this area, to turn women into new, equal creators of civil society based on democratic principles.

The concept of gender as a category of socio-economic analysis is a novelty for the CIS region. Currently, in Russia, Kazakhstan, Kyrgyzstan, Ukraine and other republics, work is underway to increase the social activity of university students on the basis of gender studies [1].

Research on the theory and practice of development of social activity of female students in higher educational institutions of the Republic on the basis of gender approach will help to form the social activity of future professionals on the basis of the latest analytical achievements in the world.

In this regard, research on the gender approach will help to train students with a well-developed, broad outlook on a professional basis and with their help to make full use of the potential of women in our country to further increase the spiritual and material well-being of our society.

In the history of pedagogy, the formation of women's social activity in society has formed the basis of the scientific directions of our scholars, such as Eastern thinkers Abu Nasr Farobi, Alisher Navoi, Abdulla Avloni, Elbek (Mashriq Yunusov).

In modern conditions, research on the formation of women's social activity in society is carried out in the philosophical, social, psychological and economic areas. Their philosophical and methodological aspects are Simona de Beauvoir, R. Howe, J. Lorber, K. West and D.

Zimmermann, E. Kuchkina, V. Fesenko, in the social direction VM Khvostov, O. Voronina, B. Friedan, E. Zdravomislova, on the basis of a humanitarian approach, is deeply analyzed in the scientific works, monographs and textbooks of such scientists as N. Wolf, K. Mishar-Marshall, K. Ribery, G. Moore.

Among the pedagogical scientists M.Kuronov, S.Nishonova, O.Musurmonova, N.Egamberdieva, E.Turdikulov, A.Zunnunov, S.Ochil, J.Hasanbaev, U.Makhamov, R.Safarova - Attention is paid to some features of the formation of social activity of girls.

The problem of developing the social activity of female students in society in Uzbekistan has not been studied in its entirety, but some studies have focused on certain aspects of the problem. Uzbek scientists N. Egamberdieva (pedagogical bases of development of professional and social activity of youth), M. Tilavova (pedagogical basis for the formation of general labor skills in students on the basis of gender equality and differences); O. from Russian scientists. Voronina, T. Klimenkova, M. Malisheva (systematization and regulation of existing views on the concept of gender); foreign scholars Ellen Six, Kate Millet (historical, psychological, sexual, and racial experiences of women), r. Hoff (emergence and development of gender studies), K. Kest and D. Zimmermann (gender creation), J. Lorber (as a social category) has explored some aspects of this issue in their research in terms of research objects.

This initial research, based on world practice in modern conditions, was supported by the United Nations Development Program, UNESCO, and the Open Society Institute. In particular, the development of social activism of students, their transformation into equal creators of our society is one of the most pressing issues today [2].

In modern society, a social analysis of this concept is carried out consistently and effectively. The concept of "gender" is concentrated primarily in the social modeling or organization of gender. There is a system of norms of behavior in society that requires certain gender roles; respectively, in this society there is a series of assumptions about the characteristics of "men" and "women." Gender is a set of characteristics that are not defined by nature, but are endowed by social phenomena. Gender is the cultural mask of gender, our views on gender within our own socio-cultural perceptions. Moreover, gender means only gender, that is, what constitutes gender as a result of its socialization. Defining, identifying and developing the social activity of female students in modern society is studied on the basis of social, political, economic, humanitarian relations based on a gender approach.

The theory and practice of developing the social activity of female students in the system of higher education on the basis of a gender approach is covered with philosophical and social features and pedagogical and psychological features. This area of gender analysis has been developed in terms of the study of sexual symbolism. In particular, ethnographers in their materials focus on the forms of sexual symbolism in the study of family and marriage ceremonies, child rearing, etc., noting that mass sexual stratification was manifested and strengthened in the early stages of human existence through sexual symbolism. . The representation of the symbols of masculinity and femininity through contrast plays a classifying role in the structure of the world model. The contradiction between masculinity and femininity requires the essence of creativity, the active, creative (creative) cooperation of the opposition, which is the guarantor of the existence of the world [3].

Gender similarity - the result of the process of interaction between "I" and others, serves the psychological and pedagogical adaptation of the characteristics of men and women. The study of social sciences and humanities in the higher education system by students contributes to the development of social activism of students on the basis of a gender approach. Such subjects as the idea of national independence, the foundations of spirituality, sociology, cultural studies, history of Uzbekistan, history of pedagogy, religion, taught in the higher education system, increase the social activity of students and improve the process of adaptation to society. At present, the educational role of social institutions such as family, education, religion, culture in the development of social activity of students increases the effectiveness of this process.

Gender differences and gender stratification in the higher education system are socially and pedagogically justified. J. Stanley puts forward a scientific theory of gender differences. Gender differentiation is a process in which biological differences between men and women have a social meaning and are used as a means of social classification.

The role of gender is the social expectations that come from perceptions of gender, as well as actions in the form of speech, behavior, clothing, and gestures. The ideas of men and women, according to people, are mutually exclusive, and in some cultures, role-specific behaviors may be polarized: passivity is feminine, activism is masculine. Behavioral guidelines related to gender roles are particularly evident in the division of labor into male and female labor [4].

At the present time, the philosophical and social features of pedagogical and psychological self-education of students with a well-developed, broad outlook on the basis of specialization and with their help to further increase the spiritual and material well-being of our society from the potential of women. features are available.

In the modern system of higher education, the dynamics of political and social participation of students in society, the activity of scientific potential, the level of employment in the labor market, the activity based on valuable approaches to marriage are described by theories of historical periods. The development of social activism of students on the basis of a gender approach and a value-based approach to the individual today serves to raise the level of education and the spiritual level of young people.

In short:

- Development of scientific bases and technologies for the development of social activity of students in higher education on the basis of research;
- It is necessary to create a model for ensuring gender differences among students through the study and analysis of the pedagogical conditions for the development of social activity of students in higher education on the basis of a gender approach.

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