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THE MODERN TERM "GENDER" AND THE PROBLEMS OF GENDER EQUALITY IN THE ORIENTATION OF ADOLESCENTS TO MAKE INDEPENDENT DECISIONS

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Abstract

The implementation of the gender approach in teaching adolescents and the impact of gender on their autonomous decision-making skills are discussed in the article. Some steps of making decisions and their role in the process of orienting schoolchildren in future life are mentioned as well.

Keywords Gender, adolescence, men, women, gender equality, decision-making, gender identification, school, autonomous.

INTRODUCTION

Currently, the term "gender" is known not only to researchers, but also to the general public. At the end of the twentieth century, gender studies became quite widespread and even entered into the scientific database not only abroad, but also in our country. However, currently there is no generally accepted definition of this concept, which is associated with many circumstances of an objective and subjective order.

Gender issues affect everyone – in complex, hidden and explicit forms. Our gender and gender identity are integral aspects of human nature. Terms such as gender, gender identity, and gender identity have different meanings, but they are often confused.

Gender refers to the biological and physiological characteristics that distinguish men and women. We are defined as a man or a woman at birth, and

this from now on becomes a social and legal fact.

Gender orientation refers to a socially created set of expectations, behaviors, and activities of women and men that are attributed to them based on their gender. Social expectations for any particular set of gender roles depend on a specific socio-economic, political and cultural context, and are influenced by other factors, including race, ethnicity and class, sexual orientation and age.

Gender roles are taught and they are very different in and between different human societies, and they undergo changes over time. We socialize from the moment we are born. We develop, grow and learn how to behave in accordance with the expected norms of the society in which we live, and at the same time we are greatly influenced by our family, school, professional environment, the media, new information technologies and folk culture.

Socialization is an important process in order to become a real member of a group of people. However, not all the information that we receive as part of our socialization can be considered useful for ourselves and for society. Gender socialization may limit boys and girls in fully identifying their talents and interests. In addition, often unrealistic and contradictory expectations can lead to internal conflicts, psychological problems, and unwillingness or inability to respond to these expectations can lead to certain forms of harassment by other people.

Gender identity refers to the gender identity that people feel, while it may or may not be the same as the gender that was assigned to people at birth. This refers to each person's deeply felt inner individual experience of gender identity and includes a personal sense of the body and other forms of expression such as clothing, language, and demeanor.

So what is gender? It is a social concept referring to the characteristics and behaviors that culture attributes to the sexes. The simplest illustration is a set of qualities that comes to mind with the phrase "a real man should" or "a real woman should". Gender (English gender, from Latin. genus is a model of a woman or a man, which is constructed by society, in contrast to the biologically defined gender. Different cultures and types of society have historically formed their own gender models, which are largely based on stereotypes. Depending on the context, such characteristics may include social structures (in particular, gender and other social roles) or gender identity. Gender identity is not related to sexual orientation. In 1955, the American sexologist John Money used this word for the first time in his works to terminologically distinguish biological sex and social role. But the concept of "gender" became widespread only in the early 1970s. In some cases, the concept of "gender" is mistakenly

used as a synonym for the concept of "gender". In fact, the distinction between gender and sex is fundamental, since the multiple differences between a woman and a man have non-biological causes by their nature.

Despite the fact that Russian pedagogy has remained "sexless". Knowledge and understanding of the differences of all the listed terms is of great importance.

The modern education system accepts the factor that there are many fundamental differences between boys and girls, not only in psychophysiology, but also in those constructed by society. Based on T.P.Khrizman's research, boys and girls perceive the world differently, that is, they look and see, listen and hear, speak and remain silent, feel and experience differently.

The gender approach in education is a change in the traditionally cultural limitations of personal potential development depending on gender, understanding and creating conditions for maximum self-realization and disclosure of the abilities of girls and boys in the process of pedagogical influence. (L.V.Shtyleva).

Gender education of schoolchildren is aimed at helping them cope with the problems of socialization, an important part of which is the self-identification of a child as a boy and a girl, and thus accepting a certain social role.

With the advent of democracy, society has granted women equal rights with men to receive education, pursue professional interests, and participate in public and political life of society. But with all this, the methods and style of education remained the same - patriarchal. This is especially true for family education, where girls are trained to do household work and raise children, and boys are aimed at developing professional abilities. On the one hand, society requires the education of a competitive professional, regardless of gender, on the other

hand, family and school educate the younger generation within the framework of patriarchy.

Thus, the main idea of the gender approach in education is "to take into account the specifics of the impact on the development of boys and girls of all factors of the educational process (content, teaching methods, organization of school life, pedagogical communication, a set of subjects, etc.)" which generally affects the decision-making process of adolescents.

The decision-making process is one of the most complex mechanisms of human thinking, since various factors and options of action interfere with it, leading to different results. Orasanu and Connolly (1993) define it as a series of cognitive operations performed consciously that involve elements of the environment at a specific time and place. Narayan and Corcoran-Perry (1997) consider decision-making as an interaction between a problem that needs to be solved and a person who wants to solve it in a specific environment.

In order to make a decision, it is necessary to go through several stages: to realize that it is necessary to make a decision. It is necessary to realize the need to make a decision, to determine the goals that need to be achieved. Identify the goals to be achieved, generate alternatives that will lead to the achievement of the proposed goals, assess whether these alternatives meet expectations and, finally, choose the best alternative, one that assumes an effective global result (Halpern, 1997). This whole process is influenced by personal and environmental variables. In fact, people can make different decisions depending on whether they feel that their boss is watching them, on the amount of information they have, or if certain motives play an important role in their lives. Basically, theories that study solutions can be grouped in two directions: normative and descriptive. The

normative perspective explains the choice of individuals who behave rationally in a decision-making task, and - using a statistical model - predicts the responses of subjects based on the information provided about each alternative. A descriptive perspective explains how individuals actually make choices, i.e., the psychological processes and characteristics of the task and the environment that underlie judgment and choice. One of the main differences between these viewpoints is how they view the decision maker. The normative point of view gives decision makers an "unlimited" ability to process information, which allows decision makers to exhaustively explore all possible alternatives and choose the best one. The descriptive point of view provides a "limited" ability to process information, which often leads to errors when considering complex and dynamic tasks, although they tend to choose options that satisfy them.

According to Cannon-Bowers, Salas and Pruitt (1996), the above characteristics, along with others, constitute the main features of the solution, which these authors classify into three groups of variables: (a) task factors related to the nature of the solution, such as the uncertainty associated with each alternative, lack of time and money, the number of and the quality of information, expected goals and possible consequences of decisions; (b) internal factors of the decision-maker, such as motivation, emotions, exhaustive information processing, experience and regulation of the stages of the decision-making process; (c) factors of the environment in which the decision is made, although they are not directly part of the decision itself, such as social influence, coercion of loved ones and job requirements. As with other psychological phenomena, gender and age are among the variables that influence decision-making, or rather, allow us to establish individual differences. The fact is that our decisions are influenced by our beliefs about the characteristics

that distinguish the sexes, although these beliefs may be based on questionable criteria. Despite the fact that society is moving towards social and labor equality between men and women, it is necessary to continue to study from a psychological point of view whether there are gender differences in the importance that people attach to the factors that determine the decision-making process. So far, the research results have been somewhat ambiguous, because although some significant differences have been identified, most of them are minimal (Crow, Fok, Hartman, & Payne, 1991; Hatala & Case, 2000; Hawkins & Power, 1999; Venkatesh, Morris, & Ackerman, 2000). It seems that women are more influenced by the environment; they seek more information and devote more time to the decision-making process (Gill, Stockard, Johnson, & Williams, 1987). Men, on the contrary, are more dominant, assertive, objective and realistic (Wood, 1990).

However, these differences are interpreted as the result of the spread of social norms and stereotypes related to gender, which are transmitted in the form of values, traditions and behavioral expectations. Together with some other educational factors, they probably contribute to the emergence and persistence of some differences related to certain aspects of decisions (Bussey & Bandura, 1999). Therefore, despite the fact that research results have been somewhat limited so far, it is important to continue to study these differences and determine how they form.

This study shows that there are significant gender and age differences in the decision-making processes of the participants in this study. That is, depending on the age, participants do not behave the same way when making decisions, because the importance they attach to the task, the decision maker, and environmental factors that determine the decision process differs in some aspects. So, women are more concerned about the uncertainty,

doubts and dynamism that are associated with decision-making. They attach more importance to time and money; They are more concerned about the consequences that may arise as a result of making a decision, regardless of whether they affect themselves or other people. Women are more aware of the limitations imposed on them by the environment and loved ones, and their emotions are more important to them in the decision-making process. On the contrary, men attach more importance to analyzing the information needed to make a decision and determining the goals or objectives of the decision. They are more motivated in the decision-making process, and also feel more pressure from all aspects related to work. Another result of this study is the absence of gender differences in cognition and self-regulation. That is, both men and women carefully process information, extract relevant data related to decision-making from memory, classify data if they are very diverse, logically comprehend alternatives, predict results, assess consequences, solve problems posed by the situation, and control all stages of decision-making. To a certain extent, the equivalence of these intellectual aspects in the sample under study shows that gender differences are related more to the style of behavior or the requirements of the social roles of men and women than to intellectual competencies or abilities.

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