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THE ROLE OF GENDER IN DRIVER TRAINING

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ABSTRACT

In our country, all measures are being taken to improve the position and prestige of women in society, to provide them with the opportunity to function as full-fledged active citizens in various spheres of society. The issue of gender equality has risen to the level of state policy. The article highlights important aspects of the gender approach in the educational process, especially in the training of drivers. In addition, the essence of the concept of gender in various subjects is highlighted.

KEYWORDS

Education, driver, gender, driving school, man, driving instructor, woman, mental state, experience.

INTRODUCTION

In our country, various activities are being carried out to increase the position and influence of women in

society, to enable them to work as full-fledged active citizens in various spheres of society. Regarding the

implementation of the Fifth Sustainable Development Goal, Uzbekistan has developed nine tasks related to “Ensuring gender equality and expanding the rights and opportunities of all women”. In particular, it ranks 139th out of 190 countries in the “Women, Business and Law Index” of the World Bank, and 89th out of 167 countries in the “Women, Peace and Security Index” maintained by the Georgetown Institute of the USA.

The socio-economic policy carried out in Uzbekistan at all stages of reforms includes wide-ranging issues. The issue of gender equality has been raised to the level of state policy, and 25 legislative documents have been adopted. In particular, the decision of the Senate of the Oliy Majlis of the Republic of Uzbekistan No. SQ-297-IV dated 28.05.2021 on approving the strategy for achieving gender equality in the Republic of Uzbekistan by 2030 [1] was approved and its implementation is being actively ensured.

In modern Uzbek society, we see that women are actively participating in various fields. In particular, we can meet many female drivers on the streets of our country. So, are there gender differences in driving? Do male and female drivers make the same or different mistakes?

To answer such questions, we clarify the concepts of “gender”, “gender relations”, “gender in education”.

Gender is a social gender that determines the actions of a person in society and how these actions are perceived. Gender refers to the cultural and social meanings associated with the biological differences between men and women, characterized by masculinity and femininity, respectively. Gender describes a social position that determines individual opportunities for access to education, professional management. Gender pedagogy is a newly developing branch of pedagogical knowledge, until now its

conceptual basis is in the process of formation. It has been actively developing as a field of scientific knowledge in recent decades. Currently, the process of forming the theoretical and methodological foundations of gender education, developing content and technological aspects is accelerating.

In psychology, “gender” is considered a “social-biological” characteristic, and with its help “man” and “woman” are defined. In sociology, the term “gender” is interpreted as a social status that determines individual opportunities in education, professional activity, achieving power, family role, reproductive behavior [2].

The American psychologist Sh.M.Burn in his book “Gender Psychology” carried out research that significantly enriches the understanding of the role and importance of the socio-psychological differences between men and women. focused on breaking away from traditional gendered thinking [3].

The behavior of women and men is determined by socio-cultural factors. It is very important to take these into account during the training of drivers. Boys have strong self-confidence and are more likely to succeed, while girls, on the contrary, are cautious and avoid failure in their actions. Practical experience shows that women follow the rules of the management of equipment more clearly. They work carefully, taking fewer risks than men, predicting dangers better.

The main difference can be stated as follows: women believe more in laws and regulations, and men believe in themselves and technology. Therefore, most of the mistakes and accidents that men make are due to overestimation of their capabilities and overconfidence. And women make mistakes due to lack of self-confidence and excessive caution.

Women drive safely and reliably under normal circumstances. In complex conditions or unexpected situations, their reliability and safety decrease. Women's "strength" is that they rarely create dangerous situations, and men's strength is that they avoid negative consequences and get better from them.

Another interesting difference is related to mental state. It has been proven that aggression in men decreases with age, which has a positive effect on safety during movement. In women, on the contrary, aggression increases with age, which has a negative impact on road safety. Excessive self-confidence and excessive cowardice in management are equally dangerous.

Because it makes it difficult for a person to realistically assess his strengths and capabilities, and does not allow him to think calmly and logically about his actions. Due to the natural instinct and responsibility of

a female driver to protect herself and her loved ones, a woman will never drive a car under the influence of alcohol.

An important point that any driver should consider when training women to drive is the need to automate the use of rear-view mirrors (as intended) and peripheral vision. Women understand the basic management principle of "do not look, do not move" well, but find it difficult to apply it in practice, because they are dominated by "direct" vision, which is a dense city resists performing successful maneuvers in the flow. In order to bring women's reactions to the level of automaticity, it is necessary to intensively train their muscle memory and motor skills.

The use of a gender approach in the training of practical driving facilitates the process of training candidates for driving.

Gender approach in teaching practical driving of motor vehicles

Male		A woman	
Abstractness	For example: the exercise of turning from the intersection - verbal explanation is enough	Concreteness	For example: the exercise of turning from the intersection - in most cases, the driver must show how to perform the exercise.
Logic	For example: autodrome, parallel parking exercise - after explaining how to perform the exercise, the man understands where, at what moment, in which direction the car is moving during	Sensibility	For example: autodrome, parallel parking exercise - after the explanation, the driver-instructor should demonstrate the execution of this exercise

	the exercise, independently develops a sequence of actions.		(how much to turn the steering wheel, where to stop) while the woman is performing the exercise, she intuitively imagines where the car is, in what condition, and remembers the sequence of actions in this way.
Dominion	To give a high value to oneself is to limit one's own initiatives	Submission	It is necessary to encourage initiative by giving low self-esteem
Order	For example: the situation - the engine is turned off - it stops according to the rules and performs the specified action procedure (sets the handbrake and turns on the alarm)	Disorder	For example: the situation - the engine is turned off - it can behave erratically (trying to start the engine in the transmission, press the clutch, or let it go again, or do nothing at all)
Independence	More independent driving	Vicinity	If there is someone in the car, he feels confident
Individuality	When learning to drive, he prefers to do individual exercises, especially on the track	Community	When learning to manage, he prefers to work in pairs or threes.
Activity	For example: autodrome - performs the exercises as explained and shown to him, and also tries to perform other	Inactivity	For example: autodrome - performs the indicated and explained exercises with determination

	acceptable methods of		
	performing the exercises.		

The gender approach in education is one of the components of the student-oriented approach in education, taking into account the gender characteristics of the learner, and in the development of the individual in accordance with his natural capabilities, on this basis, determining the content, forms, methods of education, convenient is to create an educational environment.

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