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## MECHANISMS OF SOCIO-CULTURAL COMPETENCE FORMATION IN GRADUATE CLASS STUDENTS BASED ON GENDER APPROACH

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### ABSTRACT

In this article, there are comments and discussions about the pedagogical technologies of increasing the social and cultural competence of the students of the graduating class based on the gender approach.

### KEYWORDS

Gender, social activity, socialization, feminization, masculinization, nuclear, motivation, cultural competence.

### INTRODUCTION

In recent years, large-scale reforms aimed at creating equal rights and opportunities for women and men, ensuring their full participation in the management of society and state affairs, and social, economic and legal support have been implemented in our country increased. On March 1, 2022, the Decree of the President of the Republic of Uzbekistan No. PF-81 "On measures to improve the system of working with family and women, neighborhood and religious" and "Family and Decision No. PQ-146 "On organizing the

activities of the women's state committee" was signed<sup>1</sup>. Based on these documents, the State Committee for Family and Women and its divisions of the Republic of Karakalpakstan, regions, Tashkent city and district (city) are established, and each town, village, village, as well as cities, towns, villages and and in each neighborhood in the villages, the positions of the deputy chairman of the neighborhood for family, women's and social-spiritual issues and the specialist

<sup>1</sup> Resolution of the President of the Republic of Uzbekistan "On the Development Strategy of New

Uzbekistan for 2022-2026" dated January 28, 2022 No. PF-60 // <https://lex.uz/ru/docs/5841063>

for family and women's issues were abolished, and the position of women's activist was introduced.

It is known that in traditional Uzbek families, the issue of forming girls as socially active persons mainly depends on the mother. According to the elders, girls should be prepared for marriage as soon as they are born, mothers should be more demanding and raise their daughters to be hardworking. At school, adaptation to social life depends more on pedagogues. School age is the period of the first "socialization" of girls as individuals, and it is a two-way process. On the one hand, adults, parents, teachers have an active educational influence. Secondly, it is an educational activity that is manifested in the mutual behavior, feelings and relationships of girls. For this reason, the content of gender education should be determined, and parents, class leaders should carefully analyze the results of education and the spiritual maturity of girls by applying moral and ethical methods of education suitable for girls. The essence of increasing the social activity of girls is gender behavior, norms and rules of etiquette, which are manifested in the words, attitudes, and actions of girls.

The motivation (interest) of a girl's behavior affects her mind and emotions. Therefore, it is very important for pedagogues to teach regularly for the formation of regular actions. The teaching method of pedagogues has a positive effect if it is combined with the example of adults or other girls, vitagen (life) experiences. In this case, in order for the girl child to act according to the example of the behavior of an adult or a friend, it is necessary to ask them to imitate and resemble them. It is done through imitation. If a girl talks excitedly about her boy friend, it means that she is influenced by his

friend's behavior, activities, and character. Based on the results of observations and studies, pedagogues are recommended to follow the following rules:

- Be an example to the girls and increase their activity by always following the taught qualifications and skills.
- When teaching manners, show the differences in how girls perform these rules, skills and competencies, and how boys perform them. Because if the gender characteristics are mixed, misunderstandings may arise, and the conclusion that this girl is rude may arise.
- Demonstrate each skill, each movement of the skill taught to girls and boys several times yourself, and help the children to do them correctly (with respect to our values).
- After the girls and boys have mastered each skill and the actions of each skill, reinforce the skill with regular repetition, because if the skill is not repeated and reinforced regularly, the students will not learn it. they quickly forget.
- From the day girls and boys come to school, organize a conversation with their parents about the qualifications and skills that the child should acquire, and then always repeat the qualifications and skills that are being taught to the child at home. , strengthen and decide whether to go.
- At the end of each month, conduct an analysis of the competences and skills of their children with parents, make a plan to eliminate the achievements and shortcomings and implement it (at the end of each quarter) <sup>2</sup>.

<sup>2</sup> Davydov, V. Types of communication in teaching  
[Text]: a book for teachers / V.V. Davydov. -

Moscow: "Russian Pedagogical Society", 2000. -  
S. 480.

In order to teach compliance with the rules of gender behavior culture, it is necessary to teach the skills and abilities of speaking in a natural voice, without straining and shouting, at home and in public places. It is especially important to develop self-control and behavior skills around classmates, comrades, and friends. Studying is work that requires a girl to spend physical effort, mental effort, many skills, and to finish the work. Therefore, teachers and parents should strengthen the health and nervous system of girls, protect their eyes, ears, and voice, build the right body shape, and teach them fine movements. should pay special attention to teaching. The head of the class makes girls and boys interested in cleaning the classroom every day. The goal is for students to independently agree on the gender division of tasks while cleaning the classroom and being on duty in the kitchen. The head of the class should explain and show the rules of being on duty to each person on duty at the beginning. Later, he monitors the work of girls and boys and controls the quality of work. Sometimes a boy or a girl tells the class leader what he thinks about something done. In some cases, he evaluates the work done in front of the whole class team, without telling the names of those on duty. True, not all types of tasks are interesting and attractive for children, but the head of the class should politely explain to the student the need to complete the task given to him, even if it is uninteresting.

Effective implementation of gender education in the family and for students graduating from high school is one of the current issues. Formation of gender culture in the family, parents and teachers in the school should have a certain level of knowledge. The educational process and material components also play an important role in this. In the formation of gender culture of schoolchildren, classrooms and school

libraries should have fiction, visual aids, guides that provide reliable information about gender culture, etc.

Today, it has become commonplace to develop socio-cultural competence in graduate students based on a gender approach, and any question about the multiplicity of forms of human morality has simply been excluded from the discussion. Observing everyday life allows us to conclude that there are significant individual differences between adult men and women in our society. In many emotional and social characteristics, this differentiation is noticeable from a young age. An important aspect of personal development that defines traditional gender differences includes interests, preferences, ideals, attitudes, and personal values. Due to the relatively subtle and stable essence, these features often have an unexpected impact not only on the development of emotional and character traits, but also on a person's achievements and real capabilities. Many sources provide information on gender differences in interests and relationships. Information collected from children is particularly rich. In areas such as play activities, self-drawings, choosing topics for written essays, collecting, reading, movies, radio programs, favorite characters in literature or public life, professional choices, and general life goals. A comparison of the preferences of boys and girls is made. From these various studies, very clear and consistent types of male and female interests emerge. By examining gender differences in interests, preferences, attitudes, and values, the authors repeatedly encountered evidence for a more social orientation of women.

This sex difference appears at an early age and persists into old age. One possible factor in girls' social interest and social orientation is their earlier language development. The rapid acquisition of speech can certainly give girls an advantage in communicating

with other children and adults and thus encourage activities of a social nature. Most important, however, are the subtle social pressures, the action of which probably begins long before we are aware of them. Traditional gender roles and stereotypes are almost always reflected in the relationship of adults to children almost from birth. School is a social environment where children already begin to act actively as subjects of social relations, with people of the same hierarchical level as them and with older, experienced and authoritative (teachers). they practice interaction. It is at school that the practical importance of gender stereotypes is strengthened in the child's mind, and models of attitudes and behavior are developed that determine success and failure in communication with the opposite sex and affect relationships in their own family. In this regard, the school should strive to develop the potential opportunities of students, to develop harmonious partnership relations.

Unfortunately, female teachers teach in general secondary schools in our country. Due to low salaries, lack of access to proper rest and quality treatment, constant stressful situations in personal life and family problems, they are often in an oppressed state that affects children. The lack of men in schools has a very negative effect on male students. Boys classify teachers, their behavior and characteristics in terms of whether they belong to the category "own" - male or "stranger" - female. And when a female teacher stops attracting the child's attention and interest, because in practice children are often interested in modeling the actions typical of their gender, it not only loses interest in learning and communication, rather, rebellion

begins, which often leads to alienation, early complexes, school neuroses, and loss of desire to learn. This situation is aggravated by one of the most common pedagogical mistakes of female teachers - submissiveness, indifference, silence, diligence, attitude towards the discipline of students.

According to I.S. Kletsina, the socio-psychological determinants of social relations are social perceptions; at the level of intergroup interaction, social stereotypes act as determinants of relationships; interpersonal relationships are determined by social attitudes, and the individual's attitude toward himself is determined by social identity characteristics. Social identity is interpreted in terms of group membership, belonging to a large or small group, joining any social category<sup>3</sup>.

Social identity is a person's knowledge of belonging to a certain group, as well as the emotional significance of group membership. Personality is considered as a means of social orientation of the individual. The constructive potential of social identity is that a person's awareness of belonging to a group and the emotional significance of this group for him determine the creation of an "image of me" as a component of the social world, and the world itself is perceived through this affiliation. It can be noted that social ideas, stereotypes, attitudes and identity of a person are socio-psychological characteristics of a person or a group as a subject of relations, on the one hand, they perform the function of expressing the subjective component of these relations, on the other hand, appear as relationship determinants because they can define the meaningful context of the relationship. The components of gender ideas, stereotypes, attitudes

<sup>3</sup> Berezin V.A. and others. Handbook for the class  
- Moscow: Astrel, 2003. - S. 132-133.

and social identity of the subjects of interaction reflect normative views formed in society about the status of men and women, their psychological characteristics and behavioral characteristics.

Today, the principle of gender equality in society is considered as a necessary condition for the formation of civil society. The content of education plays a major role in achieving gender equality. Currently, it can be argued that the content of secondary education cannot be considered gender balanced. Sociological observations show that teachers (mostly women) help to develop stereotypes in children that repeat the idea of a man as a protector, a warrior and a weak, vulnerable woman. Teachers often have a negative attitude towards girls, they show an independent, analytical way of thinking, independence of actions, that is, the behavior of boys is not only forgiven, but welcomed.

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