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THE MODERN TERM "GENDER" AND GENDER PROBLEMS OF DIRECTING ADOLESCENTS TO INDEPENDENT DECISION-MAKING

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ABSTRACT

This article examines gender and its role in adolescent self-determination. The article also provides some conclusions about differences in decision-making according to age criteria between different genders.

KEYWORDS

Gender, adolescents, independent decision-making, sex, equality, woman, man, gender identity, girl, boy.

INTRODUCTION

Currently, the term "gender" is known not only to researchers, but also to the general public. At the end of the 20th century, gender studies became more widespread and even included in the scientific base not only abroad, but also in our country. However, currently there is no generally accepted definition of this concept, which is associated with many objective and subjective situations.

Gender issues affect everyone - in complex, hidden and overt ways. Our sexuality and gender identity are integral aspects of human nature. Terms such as sex,

gender, gender identity have different meanings, but they are often confused.

Gender refers to the biological and physiological characteristics that distinguish men and women. At birth we are assigned as male or female, and from that point on it becomes a social and legal reality.

Gender orientation refers to the set of socially constructed expectations, behaviors, and activities assigned to women and men based on their gender. Social expectations for any given set of gender roles depend on the specific socioeconomic, political, and

cultural context and are influenced by other factors such as race, ethnicity, class, sexual orientation, and age.

Gender roles are learned and vary widely within and between different human societies and can change over time. We are socialized from birth. We develop, grow and learn how to behave in accordance with the expected standards of the society in which we live under the great influence of our family, school, professional environment, mass media, new information technologies and popular culture. Socialization is an important process for becoming a true member of a group of people. However, not all the information we receive as part of our socialization can be considered useful for ourselves and society. Gender socialization can limit boys and girls from fully exploring their talents and interests. In addition, often unrealistic and contradictory expectations can lead to internal conflicts, psychological problems, and the unwillingness or inability to meet these expectations can lead to certain forms of persecution by other people.

Gender identity refers to a person's gender, which may or may not be the same as the gender they were assigned at birth. It refers to each person's deeply felt inner individual experience of gender identity and includes the personal sense of the body and other forms of expression such as clothing, language, and behavior.

So what is gender? It is a social concept that refers to culturally specific characteristics and behaviors of the sexes. The simplest example is the set of qualities that come to mind when you hear the phrase "must be a real man" or "must be a real woman." Gender (English gender, from the Latin genus "genus") is a model of a

woman or man constructed by society, as opposed to a biologically given sex. Different cultures and types of society have historically developed their own gender models, which are mainly based on stereotypes. Depending on the context, such characteristics may refer to social structures (especially gender and other social roles) or gender identity. Gender identity is not related to sexual orientation. American sexologist John Maney first used this term in 1955 in his writings to distinguish between 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 incorrectly used as a synonym for the concept of "sex". In fact, the distinction between gender and sex is very important because many differences between women and men have non-biological causes as well.

Despite the fact that local pedagogy has become "genderless". It is important to know and understand the differences between all the listed terms.

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

The gender approach in education is a change of traditional cultural restrictions on the development of the individual's potential based on gender, creating conditions for maximum self-awareness and disclosure of girls and boys in the process of pedagogical influence. (L.V. Shtyleva)

Gender education for schoolchildren is aimed at helping them overcome the problems of socialization, an important part of which is that the child recognizes himself as a boy and a girl and thus accepts a certain social role.

With the advent of democracy, women have equal rights with men in education, realizing their professional interests, and participating in the social and political life of society. But despite all this, the methods and style of education remained unchanged - patriarchal. This is especially true for family education, where girls are focused on doing housework and raising children, while boys are focused on developing professional skills. On the one hand, society demands to produce a competitive specialist, regardless of gender, on the other hand, family and school educate the young generation within the framework of patriarchy.

Thus, the main idea of the gender approach in education is "the influence of all factors of the educational process on the development of boys and girls (content, teaching methods, organization of school life, pedagogical communication, set of subjects and others)" usually affects the decision-making process of adolescents.

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

To make a decision, you need to go through several steps: Understand that you need to make a decision. It is necessary to understand the need to make decisions and define the goals to be achieved. Identify the objectives to be achieved, generate alternatives that achieve the proposed objectives, evaluate whether these alternatives meet the expected results, and finally select the best alternative that provides an effective global outcome (Halpern, 1997). This entire process is influenced by personal and environmental variables. In essence, people may make different decisions depending on whether they feel their boss is watching them, the amount of information they have, or whether certain motives play a role in their lives. Basically, theories that study decisions can be grouped into two directions: normative and descriptive. The normative perspective explains the choices of individuals acting rationally in decision-making and predicts subjects' responses based on the information provided about each alternative using statistical models. A descriptive perspective explains how people actually make choices, that is, the psychological processes, task, and environmental characteristics that underlie judgment and choice. One of the main differences between these views is how they view the decision maker. A normative view gives decision makers the ability to process "unlimited" information, allowing decision makers to fully examine all possible alternatives and choose the best one. Descriptive point of view provides a "limited" ability to process information, which often leads to errors when considering complex and dynamic problems, although they tend to choose options that satisfy them.

According to Cannon-Bowers, Salas and Pruitt (1996), the above characteristics, among others, constitute the main characteristics of the decision, these authors

divide them into three groups of variables: (a) problematic factors related to the nature. decision, such as the uncertainty associated with each alternative, the lack of time and money, the quantity and quality of information, the expected goals and the possible consequences of decisions; (b) factors internal to the decision maker, such as motivation, emotions, comprehensive information processing, experience, and regulation of stages in the decision-making process; c) environmental factors in which the decision is made, even if they are not a direct part of the decision, such as social influence, coercion from relatives and work demands. As with other psychological phenomena, gender and age are among the variables that influence decision-making and, more precisely, allow the identification of individual differences. The fact is that our decisions are influenced by our beliefs about the characteristics that distinguish the sexes, even though these beliefs may be based on questionable criteria. Although 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 the existence of gender differences in the importance of factors that determine the decision-making process of people. Research results so far have been somewhat mixed, as although some significant differences have been found, most are minimal (Crow, Fok, Hartman, & Payne, 1991; Hatala & Case, 2000; Hawkins & Power, 1999; Venkatesh & Morris, & Ackerman, 2000). Women are more exposed to environmental influences; they seek more information and devote more time to the decision-making process (Gill, Stockard, Johnson, & Williams, 1987). Men are more dominant, assertive, objective and realistic (Wood, 1990).

However, these differences are interpreted as a result of the spread of gender-related social norms and stereotypes, which are transmitted in the form of values, traditions and behavioral expectations. Together with a number of other educational factors, they may contribute to the emergence and maintenance of some differences in certain aspects of decisions (Bussey and Bandura, 1999). Therefore, although research findings to date are somewhat limited, it is important to continue to study these differences and determine how they are formed.

This study shows that there are significant gender and age differences in the decision-making processes of the participants in this study. That is, participants do not behave in the same way in decision-making as they age, because they differ in some respects in the importance they place on the task, the decision-maker, and the environmental factors that shape the decision-making process. Thus, women are more concerned about the uncertainty, doubt, and dynamism associated with decision-making. They value time and money; they focus more on the consequences of a decision, whether it affects themselves or others. Women are more aware of the limitations that their environment and loved ones place on them, and their feelings are more important to them in the decision-making process. Conversely, men place more importance on analyzing the information needed to make a decision and determining the goals or objectives of the decision. They are more motivated in their decision-making process and feel more pressure in all aspects of work. Another conclusion of this study is the lack of gender differences in cognition and self-control. That is, both men and women carefully process information, retrieve relevant information from memory related to decision-making, classify

information if it is very different, logically understand alternatives, they predict outcomes, evaluate consequences, solve problems arising from situations and control everything. decision making stages. To some extent, the equivalence of these intellectual aspects in the study sample suggests that gender differences are more related to the demands of men's and women's behavior or social roles than to intellectual abilities or abilities.

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