
The Role of the Family, Neighborhood, and Education System in Assessing Knowledge about Ensuring Gender Equality in Students

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Abstract: the article analyzes the functions of the family, neighborhood-educational system of the neighborhood in instilling knowledge about ensuring gender equality in students. Ensuring gender equality in the family, neighborhood and education system is one of the most basic principles required in educating the young generation based on the principle of gender equality.

Kalit so'zlar: family, neighborhood, gender, stereotype, social consciousness, moral code.

Inculcating knowledge about ensuring gender equality in students is a systematic approach and a long-term process. It cannot be inculcated only in a certain part of education or only through the institution of the family. That is why ensuring the mutual cooperation of the family-neighborhood-educational system in the formation of a healthy worldview related to gender in the social consciousness is of urgent importance. First, let's talk about the role of the family institution in instilling knowledge about ensuring gender equality in students. It is no secret that the family plays the most important role in human education, a child is born and grows up in a family, his ideas about the world are formed in him, he learns the first moral rules. A person's feelings are brought up in the family, views about the world and the place of people in it appear. At the same time, gender stereotypes begin to form in the child's mind. In the formation of these stereotypes, the decisions and actions of adults during the child's early infancy, such as how to dress a child according to his gender, style his hair, give him a car or a doll, are important. In turn, the presence of such gender stereotypes in the human mind and reflected in their behavior is supported by the senior representatives of the society and family. A boy who imitates cooking or a girl who is interested in drawing cars may be reprimanded by adults. Because gender stereotypes have taken a deep place in the social consciousness. In order to inculcate the principle of gender equality in the family, it is required that adults, especially the child's parents, have the right, healthy attitudes, value system, and worldview about gender. This can be attributed to two aspects. First of all, the main educators of the child in the family are father and mother. If they fail to teach the child the right views about gender, if they are given wrong information, the child will accept the ideas that were told to him for the first time as the most correct ideas. For example, a father tells his son, "You are a boy, you are stronger than your sisters, they have to respect you and do what you say. "If they don't do what you say, you have to punish them," then it becomes the best decision for the child to force women to respect men even when he becomes an adult. Therefore, in order to inculcate the principle of gender equality in children from a young age, it is necessary to inculcate this principle in their parents as well. In other words, the educator himself must be educated. Second, setting a personal example in family upbringing is one of the main means of influence. If a father tells his son that "a man should always respect

women", but he himself has a bad relationship with his spouse, the child will most likely grow up to have this attitude towards women. In other words, it is not for nothing that a bird does what it sees in its nest. If the first gender-related views of students begin to form in the family environment, then the social environment, in particular, the neighborhood where the child lives, plays a big role in their strengthening. It is not for nothing that proverbs such as "seven neighborhood parents for one child" were created in our nation. The functions of the neighborhood in the formation of healthy worldviews related to gender in students are as follows:

Direct and indirect educational function. Mahalla is a form of national self-government, an institution of civil society. It gathers traditions and positive trends such as cohesion of people, solving problems in society together, being together in good and bad days, preserving and developing values. At the same time, the influence of the neighborhood on the education of the young generation is also incomparable. Usually, the neighborhood is a kind of bridge between generations, where elderly grandparents focus on educating the young. In particular, the elders and intellectuals of the neighborhood inculcate the views related to the rights of women and men in the society and the principle of equality in their mutual relations with their words and actions and educate the young generation in the neighborhood;

Social cooperation function. A neighborhood is, first of all, a cooperative association of people. The fate of people is directly related to the neighborhood. "At the moment, every person living in our country, regardless of nationality, language and religion cannot imagine his life, joys and worries without the neighborhood." This social solidarity provides an opportunity to cooperate in solving various problems and performing tasks. In particular, members of the community cooperate in inculcating the principle of gender equality in young people. In the family, the gaps in gender-related education are filled in the neighborhood, the child learns the characteristics of equality and mutual relations between men and women from the family and older people in the neighborhood. Neighborhood is a social institution capable of social control. Its existence also serves to ensure moral norms and national customs in the society. The implementation of social control of the neighborhood in the issue of gender leads to a decrease in gender inequality. For example, a child may be growing up in an environment of gender inequality in his family, observing oppression and violence against women. Intervention in this process by the neighborhood, neighbors, trying to stop gender inequality, domestic violence, serves to form concepts in the child's mind that gender inequality is immoral, a bad vice. This is of particular importance in educating young people in the spirit of gender equality. In addition to family and community institutions, the educational system is also very important in the matter of inculcating gender equality in young people. Because the child's views about what is right and what is wrong are formed through preschool, school, and then higher education. In this case, the main indicator is related to the nature of the organization of the educational system. That is, education in our country is secular, and boys and girls study together in the form of classes. At school, boys and girls spend a lot of time with members of the opposite sex who are not family members for the first time. It is the existence of a properly established system of relations between girls and boys in the class that is the basis for the formation of a correct worldview regarding gender in the minds of young people. To a certain extent, the content of the subjects taught at the school and the lessons serve to promote the principle of gender equality. In particular, in all the schools of our Republic, within the framework of subjects such as "Education", "History of Uzbekistan", "Literature", such as To'maris, Zarina, Turkon Khotun, Saraymulkhonim, Nodirabegim, Uvaisiy, Anbar Otin, Saida Zunnunova, Zulfiya Israilova in the history of our country, national The activities of women who left an indelible mark in our literature are taught to students. Through this, views on the fact that women have been actively participating in social life and management since time immemorial are slowly instilled in the minds of children. The system of social cooperation between "family-

neighborhood-education" is of urgent importance in establishing the principle of gender equality in society and forming a healthy outlook on gender in young people. Because these three social institutions lay the main foundation stone for the formation of people as individuals, from birth to adulthood, a child spends almost all his time either in the family, or in the neighborhood, or in an educational institution. In the formation of the correct attitude to gender, the three components of the above-mentioned integrated system complement each other. Ensuring gender equality in the family, neighborhood and education system is one of the most basic principles required in educating the young generation based on the principle of gender equality. The problem of ensuring gender equality is of urgent importance at all levels of family, neighborhood and education. Unfortunately, even today, there are gender problems in the family, neighborhood, and education system. For example, even today there are cases of harassment and violence against women in family relationships. In the neighborhood system, 40 percent of existing neighborhoods or 3,676 neighborhood chairpersons or their deputies are women³. In other words, even in the neighborhood system, management is mostly in the hands of men. Or it can be recognized that hidden and open gender stereotypes⁴ still exist in the educational process. For example, while the main teachers in schools are women, school principals and their deputies in management activities are mostly men. If this is a hidden gender stereotype, the development of separate programs for boys and girls in the subjects taught at school, in particular, "Labor Education" and "Physical Education", are open gender stereotypes. The existence of these means that there are gender-related problems in the education system itself. In general, the establishment of family-neighborhood-educational system cooperation in ensuring gender equality, in preparing young people for family life, is of positive importance in the formation of healthy relations and views related to gender.

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