



## IMPROVING THE DIDACTIC SYSTEM OF GENDER CULTURE DEVELOPMENT IN ADOLESCENT STUDENTS THROUGH GAMES

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### Abstract

This article analyzes the socio-pedagogical factors that shape modern forms of gender culture, emphasizing the need to form a culture of gender-specific roles, relationships and behaviors in each of the adolescent boys and girls. Keywords: gender culture, popular culture, national culture, adolescent students, social roles, pedagogical factors, gender conflicts, behavioral norms, value orientations, gender consciousness.

### Аннотация

Ушбу мақолада гендер маданиятнинг замонавий шаклларини вужудга келтирувчи ижтимоий-педагогик омиллар таҳлил қилинган бўлиб, унда ўсмир ёшдаги ўғил ва қиз болаларнинг ҳар бирида жамият ҳаёти учун зарур бўлган жинсга хос роллар, муносабатлар ва муомала маданиятини шакллантириш зарурлиги таъкидланган. Таянч сўзлар: гендер маданият, оммавий маданият, миллий маданият, ўсмир ёшдаги ўқувчилар, ижтимоий роллар, педагогик омиллар, гендер зиддиятлар, хулқ-атвор меъёрлари, қадриятли йўналишлар, гендер онг.

### Аннотация

В данной статье анализируются социально-педагогические факторы, формирующие современные формы гендерной культуры, подчеркивается необходимость формирования культуры гендерных ролей, отношений и поведения у каждого из мальчиков и девочек подросткового возраста. Ключевые слова: гендерная культура, массовая культура, национальная культура, школьники-подростки, социальные роли, педагогические факторы, гендерные конфликты, нормы поведения, ценностные ориентации, гендерное сознание.

It is known that in modern development, issues of gender equality are actively entering the educational process. This is one of the main conditions of human personality socialization. This ensures that both boys and girls participate in cooperative activities in the general secondary education process. That is why the organizers and participants of the educational process approach the concept of gender equality in most cases with one-sidedness. This concept depends to a large extent on





students' participation in the educational process and mastering of physical education movement games. In order to fully understand gender equality, modern approaches to pedagogy, psychology, sociology, and scientific views need to be studied in full context. Nevertheless, the issues of establishing physical education based on the gender approach in adolescent students and using mobile games for them still remain problematic. Improving physical education lessons for teenagers based on the gender approach requires gender thinking from pedagogues. This kind of gender thinking arises in a situation where empirical materials are sufficient. Based on the gender approach, it creates a favorable opportunity for the formation of the initial general physical culture in adolescents, their successful socialization, and the assimilation of the experience of the nation's physical education. In such a situation, adolescent students become active subjects of the socialization process. In them, female qualities are formed in girls, and male qualities in boys, and self-awareness skills are developed. It is based on gender roles (T.Parsons)[1], theory of social construction of gender (I.Goffman, P.Berger, T.Lukman)[2], theory of gender relations (R.Connell)[3], psychoanalytic theories. All of the above-mentioned evidence shows that the solution of such problems as the formation of physical culture in adolescent students based on a gender approach, relying on a health-based approach in the pedagogical process aimed at this goal, and expanding the opportunities for physical education of adolescent students within this approach are gaining special relevance. It should be noted that the concept of gender equality has recently entered scientific circulation. This approach is based on various scientific theories. In our study, gender equality constitutes the system of knowledge of adolescent students about physical culture, social and cultural norms. This, in turn, is analyzed at the level of implementation of mechanisms that enable the development of effective gender relations and general physical culture of the individual. Gender equality should be considered at the level of providing students with egalitarian values. In the process of systematic development of educational relations between boys and girls, it is important to rely on an egalitarian approach to instill immunity in physical education. This implies the normalization of interaction and communication between boys and girls in educational institutions, the formation of socio-cultural skills in them, teaching them to perform gender roles, and the formation of qualities characteristic of masculinity and femininity from adolescence. Formation of gender-specific roles, relations and behavior culture necessary for society life in each of adolescent boys and girls, relying on centuries-old social experience of the people, is necessary for their successful adaptation to society life[4; p. 91]. According to N.I.Andreeva [5], gender equality is the directions that shape the social and cultural roles of the sexes in the



process of physical education, gender roles, gender relations, gender stereotypes, family marriage rules and applicable points of view, regulations, principles, behavior represents a system of character matrices. Gender does not belong to the same type as a socio-cultural phenomenon [5; p. 17]. Gender equality of adolescent students is a unique pedagogical phenomenon. It is known that there are specific differences between physical culture and general culture. That is why there are rules governing the behavior of women and men in each population stratum. In the process of action games, the gender roles of boys and girls differ from each other. Special attention is paid to the signs that serve to distinguish their cultural aspects. This is expressed in the national traditions, which are manifested in the models of masculinity and femininity, the exchange of male and female roles in physical education, according to the daily needs of women and men, life activities, social life and the requirements of certain historical conditions. It can be seen that gender equality is an integral part of social life and today it is manifested as a part of physical education. Therefore, the practice of conducting physical training sessions with boys and girls separately in some cases is being used. The most important situation that stands out in this is the exchange of gender roles and gender images. This change is especially evident in teenage boys and girls. It is known that physical culture strongly affects the minds of adolescent boys and girls. This leads to a change in gender consciousness. That is, physical exercises that boys should do, girls are also starting to do. This is especially evident in sports such as wrestling, boxing, barbell, martial arts. For this purpose, we tried to determine the specific aspects of gender consciousness and the influence of social reality on it through action games in order to create gender equality in adolescent students using reflexive methods. Today, when physical culture is becoming more and more widespread, it is important to restore the lost national values of physical education and educate young people in the spirit of these values. Restoration of lost values and the use of these values in the education of the younger generation is necessary for the spiritual health of society. Relying on the gender approach in the formation of physical culture in adolescent students is of particular interest to pedagogues. Because there was a need to increase the importance of national culture in the formation of gender relations through symbols in culture. Education of girls was carried out within the framework of family life. There was a stricter approach to the education of boys. The purpose of physical education is to prepare students for active movement based on adaptation to the environment. In this process, students must internalize certain sociocultural and gender norms. In a broad sense, physical education is a form of assimilation of the cultural wealth created by the Uzbek people over the centuries into the social experience and cultural outlook of





an individual. This cultural outlook is expressed in the mind, feelings, and behavior of students through physical exercises and games.

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