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**GENDER ISSUES IN THE SOCIO-CULTURAL LIFE OF
SOCIETY**

***Abstract:** This article analyzes the gender aspect in education. The author considers the formation of gender-role identity in adolescence, considers gender in education, and considers the role of education in achieving gender justice.*

***Key words:** gender, female, male, social role, cultural relations, social aspects*

Modern society is today at the stage of democratic development. One of the basic principles of a democratic society is the recognition of equal rights for women and men in all areas and the creation of conditions for their implementation. The modern concept of democracy is based on the fact that without achieving gender equality, it is impossible to build a fully democratic society. Only upbringing based on gender equality can form an egalitarian consciousness in future citizens. An open democratic society requires such qualities as tolerance, critical thinking, and independence. Without gender education, we will not be able to cultivate these qualities in our students, since we will not be able to form harmonious gender relations in them. Gender pedagogy creates a different outlook on the world, on one's own role in society, on relations with other people, with representatives of the opposite sex, which leads to serious changes in the worldview, to the formation of a more active civic position, and ultimately to a change in public consciousness.

This problem is becoming very relevant in the context of the renewal of historical and social science education, the modernization of the general education school, in the concept of which it is emphasized that the most important task of education is the formation of civic responsibility, legal

identity, spirituality and culture, initiative, independence, tolerance, the ability to succeed in schoolchildren. socialization in society and active adaptation in the labor market. Consequently, gender education solves many important social problems, and the need for its development should not be in doubt. Gender pedagogy should become a necessary component of civic education.

The typically masculine image is a set of traits associated with a socially non-limiting style of behavior, competence and rational ability, activity and efficiency. In contrast, the typically feminine image includes social and communication skills, warmth and emotional support. At the same time, excessive accentuation of both typically masculine and typically feminine traits is already acquiring a negative evaluative coloration: rudeness, authoritarianism, excessive rationalism, etc. are recognized as typically negative qualities of a man, formalism, passivity, excessive emotionality, etc., of women.

The formation of the psychological sex, i.e. the acceptance of male and female roles by boys and girls is carried out in the process of sexual identification.

During a person's life, biological factors of sexual differentiation are complemented by social ones. The gender of the newborn gives adults a certain program for his upbringing. The child is taught the sexual role in accordance with the cultural traditions of the given society. This includes a system of stereotypes of masculinity and femininity, that is, ideas about what men and women are or should be.

The emergence of gender identity is explained by various theories. So, T.A. Repinal analyzed the theories of sex-role socialization in Western psychology.

The traditional psychoanalytic concept, starting with Freud, is known to ascribe the main role in sexual differentiation to biological factors and considers its main mechanism to be the process of the child's identification with the parents. Traditional psychoanalysis recognizes that the male and female models

are diametrically opposed in their qualities and that the personality then develops harmoniously, fully when it follows the sex-role models of the parent of the same gender, when its gender identity is not violated.

The theory of social learning and its variety - the theory of modeling (A. Bandura, R. Walter, H. Biller), relying on the behavioristic principle of conditioning, claims that everything depends on the parental models that the child tries to imitate, and on the reinforcements that give behavior child's parents. According to the supporters of social learning, the child identifies himself not with one of the parents, but with a certain abstract image of a man and a woman, created by him on the basis of many observations of the behavior of adults corresponding to this sex. Moreover, the important thing for the child is not the sex of the person being imitated in itself, but the information that the behavior of this person corresponds to a certain gender.

The theory of cognitive development (L. Kohlberg), or the theory of self-categorization, while not denying the role of reinforcement, still considers the information a child receives from an adult about sex-role behavior and the child's understanding of his gender and its irreversibility as the main thing. This theory emphasizes the cognitive side of the identification process.

First, the child learns what it means to be a man or a woman, then determines who he is, and then tries to harmonize his behavior with the idea of a man or woman. Hence the importance of the child's intellectual development for gender identification. Reinforcement and modeling begin to exert a significant influence on the formation of psychological sex only after sexual typification has already taken place.

The theory of social roles A. Eagley says that many gender differences are products of different social roles that support or suppress certain behaviors in men and women. Different roles shape different skills and attitudes (attitudes), and this is what leads to different behaviors for men and women. From the fact

that men and women do different things, we conclude that they are different people.

According to the new psychology of sex E. Maccoby, K. Jacklin, S. Boehm, the main role in the formation of the mental gender and sexual role is played by the social expectations of society, which arise in accordance with a specific socio-cultural matrix and are realized in the process of raising children. Congenital sex can only help to determine the potential behavior of a person, and most importantly, the psychological, social sex, which is acquired in vivo and the formation of which is greatly influenced by variations in sex roles and the corresponding social expectations inherent in a given culture. The psychological constructs of "masculinity" and "femininity" in this concept correlate with the notions of instrumental TM, which reflects the ability to assert itself and competence, and expressiveness, which represents the qualities traditionally associated with femininity, for example, caring, attention to others, emotional expressiveness and sensuality.

The people around the growing person serve as a model for sex-specific behavior and a source of information about the sex role. The role of parents in the process of gender-role identification of a young person is undoubtedly important. Moreover, the followers of the psychoanalytic trend argue that it is the parent of the same sex with the child who is the main role model. In the psychoanalytic paradigm, the child builds his gender-role identity on the basis of identifying himself with the parent of the same gender. In the light of social learning theory, everything depends on the parenting models that the child tries to imitate, and on the reinforcements that the parents give the child's behavior. From the point of view of cognitive development, the child receives information from the parents about sex-role behavior. The theory of social roles emphasizes the importance of the different social roles in which the parents include the child, and, according to the new psychology of gender, the expectations of the parents are important for the formation of gender-role identity.

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