



FORMATION OF A CULTURE OF GENDER EQUALITY AMONG STUDENTS IN PHYSICAL EDUCATION CLASSES

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Abstract

Today, the issue of gender equality is gaining importance in all spheres of society, including the education system. One of the urgent tasks is to form a culture of gender equality for the comprehensive development of the growing younger generation, their ability to find their place in society and grow up as equal citizens. In particular, physical education classes provide unique opportunities for students to develop important qualities such as social skills, cooperation, mutual respect and equality, along with physical development. However, unfortunately, physical education classes in many educational institutions are still conducted under the influence of gender stereotypes. While strength-demanding exercises and sports are given more attention for boys, exercises that develop agility and flexibility are recommended for girls. Such an approach does not fully take into account the interests and abilities of students, artificially dividing them into gender roles. As a result, students may experience problems such as avoidance of physical activity, lack of self-confidence, and insufficient development of teamwork skills.

The purpose of this article is to study the pedagogical possibilities of forming a culture of gender equality in students through physical education classes and develop recommendations for their practical implementation.

Relevance of the topic and problem statement. The 21st century is the century of globalization and information technologies, and in this era it is important for each person to fully realize their potential and make a worthy contribution to the development of society. Gender equality plays an important role in this process, because it involves creating equal opportunities for men and women, ensuring their rights and freedoms. The education system, in turn, is an important platform for educating the younger generation in the spirit of gender equality, forming in



them values such as justice, mutual respect and equality. Physical education classes are of particular importance in this regard, because they affect not only the physical health of students, but also their socio-emotional development. Team sports, relay races, and various movement exercises develop skills such as cooperation, competition, and the correct perception of victory and defeat in students. However, in practice, gender stereotypes are observed in physical education classes. Teachers themselves, consciously or unconsciously, can make different demands on boys and girls, encouraging them to perform different exercises. For example, if sports such as football and basketball, which require strength and speed, are more recommended for boys, aesthetic sports such as rhythmic gymnastics and dance may be preferred for girls. This approach limits the individual interests and abilities of students, prevents them from self-realization and fully realizing their potential. In addition, gender stereotypes can also have an impact on students' relationships in physical education classes. Boys often try to demonstrate physical dominance, while girls may tend to play a more passive role. Such situations create inequality among students, negatively affecting their development of mutual respect and cooperation skills.

Pedagogical opportunities for ensuring gender equality in physical education classes. Physical education classes have rich pedagogical opportunities for forming a culture of gender equality among students. The effective use of these opportunities depends on the professional skills, innovative approach and knowledge of gender issues of teachers. Below are a number of pedagogical strategies for ensuring gender equality in physical education classes:

1. Use gender-sensitive teaching methods: The teacher should take into account the individual interests and abilities of all students during the lesson. When choosing exercises, forming teams, and distributing tasks, the basis should be not gender, but the level of preparation and desires of students. For example, in team sports, boys and girls can participate in mixed teams and play different roles. Hamkorlik va o'zaro hurmatni rivojlantirish: Jismoniy tarbiya darslarida hamkorlikka asoslangan o'yinlar va mashqlarni ko'proq qo'llash o'quvchilar o'rtasida o'zaro ishonch, yordam va hurmat tuyg'ularini kuchaytiradi. Jamoaviy loyihalar, estafetalar, umumiy maqsadga erishishga qaratilgan vazifalar



o'quvchilarni bir-birining jinsidan qat'i nazar, teng huquqli jamoa a'zolari sifatida munosabatda bo'lishga o'rgatadi.

2. Teaching critical evaluation of gender stereotypes: The teacher can talk to students about gender stereotypes related to sports and physical activity during the lesson. Giving examples of successful athletes of different genders and telling stories about their achievements can help break down stereotypes that students have. Inklyuziv mashqlarni qo'llash: Jismoniy tarbiya darslarida barcha o'quvchilar uchun mos bo'lgan, ularning jismoniy imkoniyatlaridan qat'i nazar, ishtirok etishlari mumkin bo'lgan mashqlarni qo'llash muhimdir. Bu, ayniqsa, jismoniy imkoniyatlari cheklangan o'quvchilarning darsga jalb etilishini ta'minlaydi va ularda tenglik tuyg'usini shakllantiradi.

3. Analysis of teaching materials: It is necessary to analyze how gender issues are covered in physical education textbooks and study guides. If the materials reflect gender stereotypes, the teacher should critically evaluate them during the lesson and present alternative perspectives to students.

4. Collaboration with parents and the school community: Parents also play an important role in fostering a culture of gender equality among students. The school should hold regular meetings with parents, inform them about the importance of gender equality and encourage them to cooperate in this regard. The school can also organize events (sports competitions, seminars, round tables) that promote gender equality.

Practical recommendations for building a culture of gender equality

The following recommendations can be followed to put the above pedagogical strategies into practice:

Develop methodological guidelines for teachers: It is necessary to develop clear methodological guidelines for physical education teachers on gender-sensitive teaching methods, lesson planning, assessment criteria and the use of educational materials.

Make changes to curricula: It is recommended to include topics, exercises and games that reflect the issue of gender equality in physical education curricula. The programs should also include modules that allow for choice, taking into account the different interests and abilities of students.



Improve the skills of teachers: It is important to organize special trainings, seminars and courses to improve the knowledge and skills of physical education teachers on gender issues.

Conducting gender equality promotion activities in schools: Organizing events such as sports competitions, healthy lifestyle weeks, and meetings with famous athletes will increase students' interest in sports and help break gender stereotypes.

Studying students' opinions: Studying students' opinions on gender equality issues in physical education classes and taking their suggestions into account will help make the lesson process more effective.

In conclusion, physical education classes are important not only for strengthening physical health in students, but also for forming a culture of gender equality in them. Teachers' gender-sensitive approach, the use of inclusive teaching methods, the development of cooperation and mutual respect, and the training to critically evaluate gender stereotypes will create a foundation for each student to fully realize their potential and grow into equal and active citizens in society. I hope that the pedagogical strategies and practical recommendations presented in this article will help physical education teachers and education professionals effectively implement gender equality principles in their work. Future research in this area will serve to develop more effective methods for forming a culture of gender equality among students.

References

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