

# Gender Characteristics in The Research of Scientists

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## ABSTRACT

In this article, gender features in the formation of personality and influencing their qualities were studied and analyzed using the analysis of literature and research by scientists.

**Keywords:** Gender, gender characteristics, student psychology, responsibility, educational activity, psychological characteristics, social relations, youth psychology.

## INTRODUCTION

Development in society creates new concepts and scientific phenomena in every field, and scientists interpret these phenomena and concepts comprehensively based on their research.

According to A. I. Mrug, in modern society there are changes associated with the process of assimilating a certain gender role that corresponds to established gender stereotypes. This makes it very relevant to include in the educational process of the younger generation the purposeful development of the gender culture of young people, the formation of their responsibility, and the introduction of their competence in these important issues. The process of assimilating a certain gender role, as a rule, occurs through a certain social mechanism, that is, through normative and informational influence. The first, in most cases, is manifested by rejection, which is the condemnation of society, a group of its members, whose behavior does not correspond to the established norms for men and women or does not correspond to the new norms of the relative gender. The most widespread example of normative influence is a negative attitude towards people with non-traditional sexual orientation, professional choice, and the introduction of communicative actions taking into account gender characteristics. Thus, a person in society must adapt to the implementation of gender roles and stereotypes in order to avoid indifference from others. Informational influence is carried out due to the desire of a

person to conform to certain norms and standards, among which stereotypes established in relation to women and men play an important role. That is, a person tries to behave like a member of a group of corresponding characters, and only then does he consider his actions acceptable, correct. Since behavioral norms are social norms, male / female patterns, some people accept them unconsciously, without questioning them. At the same time, sometimes a person consciously changes his behavior, adapting it to existing generally accepted norms. These actions are described as obedience to gender roles and can have the following types: conforming type, i.e. the desire to avoid social punishment; confirming type, i.e. the person internally approves of social norms; identification type, that is, person role model their actions repeats.

This classification permanent to be or time to pass with change For example, a girl may think that washing dishes is only a woman's job and do it all her life, or after creating her own family, she may share the tasks with her husband because it came from her boyfriend, i.e., the affirmation has been changed to an identity. If the new identity replaces the previous one, the gender behaviors associated with the identity may change.

S. N. Zagumenov considers gender culture to be an integral part of gender training, conscious responsibility on this issue, which includes knowledge about the socio-psychological mechanisms of the formation of the

personality of a woman and a man as different biological, but equal social beings. Compliance with the principle of gender equality in the social, economic and political spheres of society, as well as the successful reproduction of democratic value-normative representations, the level of civic consciousness, responsibility, the virtues of each person, regardless of gender, are among the most important goals of the development of the modern world. To this end, one of the methods of forming such thinking in the youth environment, in which stereotypical ideas about women and men do not limit their freedom of choice, and development is considered as a process of expanding the freedom of choice of representatives of both sexes. This, in turn, ensures equal rights and opportunities for women and men.

According to V. A. Kochnev, in the conditions of changing the socio-economic foundations of society, the problems of self-determination of gender fate of its members, the search for their gender identity are significantly relevant. Interpreting gender in the sense of socio-cultural characteristics of a person, the scientist includes in the concept of gender self-identification the experience of a feeling of belonging to a man or a woman, obtained by imitating certain gender roles accepted in a given society for a man and a woman. Therefore, analyzing the specific features of gender socialization of children and youth through the prism of gender role and gender identity categories, the author emphasizes that boys and girls, due to their contradictory nature, remain on the path of gender self-realization. The scientist explains this by the emergence of contradictions between orientation towards the traditional or non-traditional nature of gender roles, towards distorted norms of behavior, which leads to the devaluation of marriage and family values.

I. S. Kletsina emphasizes that social changes taking place in modern society, the redistribution of gender positions in the socio-economic and political spheres, the construction of new gender relations, the change of social ideals leading to a reassessment of existing values, require the formation of a new worldview in the positions of gender equality, the development of gender culture on this basis, gender responsibility, and conscious development of gender relations. relations with gender issues. Reforming the education system, revising existing knowledge, searching for new technologies, training highly qualified specialists, moving from traditional methods to active approaches to mastering material through one's own experience, cooperation based on the principles of partnership - all this

determines the relevance of theoretical understanding and in-depth scientific analysis of changes in the field of education, taking into account gender issues. The author emphasizes the introduction of a gender component into the educational process and the beginning of the formation of a new direction in the education system - gender education. In this context, the scientist makes three claims about gender:

**Women and men have more similarities than differences;**

Gender differences do not cause gender inequality, but rather, gender inequality creates differences between women and men;

gender is not only a component of individual identity, but also an institutional phenomenon embedded in daily practice in organizations and institutions .

Especially, as N. V. Bushueva emphasizes, the problem of gender identity is found in modern children who develop in the conditions of family relationships and the product of interpersonal relationships. These children, deprived of parental care, in most cases synthesize images of men and women from the media, from relationships with educators and teachers, as well as from their own sexual relations and relationships with peers. They form a special type of personality, which, according to the empirical research of the scientist, is characterized by a diffuse split ego, a weak level of development of their own motivation, responsibility, a certain passivity, aggression in cases of hopelessness of needs, insufficient assimilation of gender stereotypes, which leads to hypergender behavior - actions - the pampering of girls and the feminization of boys. The result of gender derivation is also a low level of self-sufficiency, marginalization of gender consciousness, low adaptation of children and youth deprived of parental care to family and social roles.

As J. B. Bagicheva notes, almost a century after the official admission of women to academic education and training, we are still far from equal gender representation at all levels of our society, from the population having a decent gender culture, from a responsible attitude to such problems. In addition, the path to the achievements that women have made during this time was so difficult that it does not correspond to the ideas about unhindered access to knowledge, activity according to abilities, equal opportunities for people, etc. There are restrictions on

women's rights in public structures. Women do not occupy important positions in politics and the economy. An ambiguous situation arises when society proclaims gender balance and demonstrates gender segregation in certain professional circles. All of this leads to gender discrimination and, in most cases, manifests itself in professional areas such as employment, wages, hiring, layoffs, promotions, training, housing, political and religious status, social policy, and others. It serves as an obstacle to the development of the individuality of a modern person.

A. V. Vorozheykin's research shows that gender roles in people are formed under the influence of society in the process of learning. Professional gender stereotypes can be changed during learning, that is, they can be corrected, and ideally, they can be completely eliminated through the correct development of gender competence and responsibility. However, it should be recognized that teachers in higher education institutions have different attitudes towards assessing academic achievements. In boys, they are mainly associated with ability, and in girls with patience and determination. Such a differentiated system of upbringing in one sex, aimed at maintaining a spirit of determination in achieving goals and directing them to adapt, adapt, and not interfere in the affairs of the other sex, provokes a different attitude towards itself. Given this, there is often an opinion that men are more effective than women. At the same time, we mean all types of activities or those that are especially valued by society - politics, diplomacy, science, art, sports, etc. The fact that women do not achieve outstanding achievements in these areas or are much more modest than men is usually explained by the lack of relevant abilities, which, in turn, often serves as the main argument for justifying gender imbalances in prestigious professions. At the same time, modern research shows that success in both education and professional activity does not depend on a person's gender characteristics.

Thus, based on the above, it is reasonable to conclude that, according to the widespread opinion of scientists, the democratization and humanization of society determine the purposeful development of an objective process for the creation and strengthening of equal opportunities for the harmonious development of the individual, its realization and self-realization. all people, regardless of their social origin, status, nationality, age, as well as gender. At the same time, true humanization of society, its stable and safe functioning, also includes overcoming gender problems,

negative stereotypes in this regard, conscious gender responsibility in public culture, the creation of equal gender rights in all spheres of social life, including, first of all, educational practice.

To date, a more active study of the characteristics of the gender phenomenon is carried out in the context of various problems, mainly within the framework of social and humanitarian sciences.

A person's gender responsibility can be characterized by various structural aspects that manifest themselves in everyday life, in particular, as the ability to understand the moral and immoral aspects of gender situations; reflect the actions of gender factors that determine a person's behavior; the ability to make decisions taking into account moral and legal gender norms; a person's deep inner desire to create a moral environment for interactions with other people, moral and legal gender norms; the ability to be responsible for the human and responsible significance of gender relations; the ability to understand the specifics of the moral and ethical situation in gender relations, issues.

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