

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

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Annotation: This article analyzes the role of physical education in secondary schools, not only in physical development, but also in establishing the principles of social justice and gender equality among students. The article discusses in detail the issues of eliminating stereotypes between boys and girls in physical education classes, creating an atmosphere of cooperation, and teacher skills based on 3 main plans.

Keywords: Gender equality, physical education, gender culture, social justice, inclusive education, sports pedagogy, gender stereotypes, cooperation skills, leadership development, student motivation, teamwork skills, fair assessment, gender-sensitive teaching, differential approach, psychological climate, educational environment.

Introduction. Gender equality in physical education is based on international and national legal instruments. These frameworks guarantee women's equal participation in sports and in governance processes with men.

International frameworks: UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and UNESCO's International Charter on Physical Education, Physical Activity and Sport.

National legislation: Law of the Republic of Uzbekistan "On Guarantees of Equal Rights and Opportunities for Women and Men" and Presidential Decrees on reforms in the field of sports.

- Conceptual approach: Gender equality in sports refers not only to the number of participants, but also to equal opportunities in the use of resources (funds, gyms, coaches).

From a pedagogical point of view, the gender approach is of particular importance in the upbringing of the growing generation.

- Harmonious development of the personality: Taking into account the physical capabilities of girls and boys, to form self-confidence, determination and teamwork skills in them.

- Health and gene pool: Physical activity of women is the pedagogical basis for raising a healthy generation in the future and establishing a healthy lifestyle in the family.

- Overcoming social stereotypes: Through sports pedagogy, changing the misconception in society that "sport is only for men" and increasing the social activity of women and girls.

To ensure gender equality in physical education classes and sports clubs, the following are required:

1. Differential approach: Correct distribution of loads (load) during training, based on the physiological and psychological characteristics of girls and boys.

2. Infrastructure creation: Increasing girls' motivation for sports by creating comfortable locker rooms and hygienic conditions.

3. Personnel training: Expanding the ranks of female coaches and teachers, which is an important psychological factor in attracting girls to sports.

A physical education system that ensures gender equality will provide the following results:

Social. The status of women in society will increase.



Medical. Chronic diseases will decrease among the population.

Psychological. Stress resistance and mental stability will be formed.

Sports. The weight of medals in international arenas (Olympics, etc.) will increase.

It is worth noting that gender equality in the physical education system is not just a legal norm, but a pedagogical necessity that reveals the intellectual and physical potential of society. The concept of gender equality has become an integral part of the global education system today. Physical education, by its nature, is the main tool that demonstrates that a person is not only a biological, but also a social being. For many years, the field of physical education has had artificial concepts of "male sports" and "female sports." These concepts have undermined girls' self-confidence and led to a false sense of "superiority" in boys.

In modern pedagogy, gender equality means creating conditions for both sexes to demonstrate their physical potential to the same extent. Physical education classes are the foundation for instilling in students the following concepts:

- Equality of opportunities: The distribution of physical exercises not by gender, but by the capabilities of the organism.
- Human dignity: On the sports field, each student, regardless of gender, is seen as an equal member of the team.
- Social integration: Creating a model of healthy relationships in society through the joint activities of girls and boys.

The Law of the Republic of Uzbekistan "On Guarantees of Equal Rights and Opportunities for Women and Men" also requires the prevention of discrimination in the educational process. Physical education classes are the most convenient platform for demonstrating the rule of law in practice.

Methods. In this study, a comprehensive set of scientific and pedagogical methods was employed to examine the process of developing strategic skills in chess players at the stage of sports improvement and to evaluate its effectiveness

The most common stereotype in the school environment is the view that "physical superiority is only for boys." This leads to a decrease in interest in the lesson in girls, and an unreasonably high self-esteem in boys.

-Visual role model power: Place pictures of female athletes who have won in international arenas (for example, gymnasts, judoists, or track and field athletes) in the gym, not just male athletes.

-Change terminology: The teacher should replace phrases such as "thin as a girl", "brave as a boy" with professional terms such as "resistant as an athlete", "precise as a professional".

The following interactive methods in organizing the lesson will help break down gender barriers:

A) "Role-Swap" Method

Usually in team games (football, basketball), boys are on the offensive side, while girls are on the defensive side or in the "spectator" role.

• Rule: In the first half of the game, only girls can score, or if a girl scores, it counts as 3 points. This forces boys to pass to girls and see them as an important part of the game strategy.

B) "Circuit Training"

The class is divided into small groups, and each group is equally divided between boys and girls. Each station has different types of exercises:

1. Strength station (horizontal bar, pull-up bar).
2. Flexibility station (gymnastic bridge, twine).



3. Balance station. Here, students help each other. For example, in flexibility, girls mentor boys, while in strength training, boys motivate girls.

V) The "Team Responsibility" Method

In relay races, the final result of the group is determined by the slowest member of the team. This method teaches boys to stop thinking only about their individual results and to support and develop the "weak" (perceived) points of the team.

Gender equality does not mean the same load for everyone. It is about recognizing the potential of each individual.

- Differentiation of criteria: When performing the same exercise (for example, climbing a rope), girls and boys are offered different techniques, but their success is recognized equally in front of the class.

- Co-refereeing: Involving students in refereeing, teach boys and girls to work in pairs. This builds their skills in making fair decisions and listening to each other's opinions.

When these methods are used:

1. Psychological barriers disappear: Girls do not feel like strangers in the gym.
2. Mutual respect increases: Boys learn to respect a woman's physical movements.
3. Leadership is formed: Girls' leadership in mixed teams increases their management skills and self-confidence.

A physical education lesson is a small model of gender relations in society. If equality and cooperation are established in this model, students will enter life with this culture.

Organizing cooperation in team games: Traditionally, in many cases, girls are left out of football lessons or boys play against each other in volleyball. To eliminate this, the "Mixed Teams" method is used.

Cooperation strategy: There must be an equal number of boys and girls in the team. To win, boys are required to pass to girls, support them, and strategize together.

Role reversal: Girls are given the opportunity to be both attackers and defenders or team captains. This increases their leadership qualities.

Differential approach and physiological justice: Gender equality does not mean that everyone should lift the same weight. It is about distributing the physical load based on the physiological characteristics of each gender, but with equal treatment.

Individual trajectory: For example, in an athletics lesson, separate time criteria are set for boys and girls in the 100-meter run, but their actions are evaluated with the same level of encouragement (applause, marks).

Anti-stereotype exercises: The idea that "sports have no gender" is promoted by allowing boys to participate in gymnastics and flexibility exercises (typically considered "girls' exercises"), while allowing girls to participate in endurance and strength exercises.

Communication culture and psychological climate: The style of speech used by the teacher during the lesson is of great importance. Phrases such as "Don't relax like a girl" or "You're a boy, don't cry" form incorrect gender images in the minds of students. Instead, universal terms such as "An athlete must be strong-willed", "A team member must be responsible" should be used.

The school sports environment is not only a physical training ground, but also an important space where social roles and gender relations are formed. The teacher's competence in this process determines the future worldview of students.

Gender culture in sports is the behavior of boys and girls formed in the process of physical education on the basis of the principles of mutual respect, equality and recognition of each other's capabilities.



- Elimination of gender stereotypes: Abandonment of the division of sports into "male" and "female" sports.
- Inclusivity: Creating a safe and supportive environment for girls to be active in sports.
- Ethical standards: Fair treatment of all participants, regardless of gender, in competition and in the teaching process.

The competence of a teacher means not only teaching, but also having in-depth knowledge and psychological preparation on gender issues.

A. Cognitive component (Knowledge)

The teacher should be familiar with anatomical and physiological differences between the sexes (for example, $VO_{2\max}$ indicators or endurance level in load distribution) and gender psychology.

B. Methodological component (Skills)

- Differential approach: Correctly adjust the intensity of exercises for girls and boys.
- Joint activities: Use the methodology of working in mixed gender teams (for example, in volleyball or relay games).
- Communication culture: Avoid gender discrimination during the lesson (for example, prohibit phrases such as "don't run like a girl").

C. Personal component (Value)

The teacher himself should believe in the idea of gender equality and be a personal example.

The teacher shapes gender culture in the school sports environment through the following mechanisms:

1. Modifying the content of the lesson: Breaking down barriers by attracting girls to sports traditionally considered "male" (football, wrestling) and boys to "female" (gymnastics, dance).
2. Encouraging leadership: Enabling girls to become captains of sports teams and supporting their organizational skills.
3. Psychological training: Teaching them to perceive victories and defeats in sports as the result of hard work, not in a gender context.

Teacher's gender competence:

1. Objectivity: The teacher should not allow gender discrimination towards students, and should only take into account normative results and aspirations when assessing.
2. Being a role model: The teacher must maintain a moderate balance with his actions (for example, not allowing girls to carry sports equipment or, conversely, not being too "sensitive" to them).
3. Analytical skills: After the lesson, analyze conflicts between boys and girls or successes in cooperation and conduct a conversation with students.

As a result of using this methodology, the following positive changes are observed in the lives of students:

- Increased self-esteem: Girls develop a positive attitude towards their bodies through sports and the belief that "I can do it too."
- Reduced violence: As boys develop a culture of respect for girls and seeing them as equal partners, bullying in schools decreases.
- Healthy competition: Students learn to respect each other for their personal skills, not their gender.
- Preparation for the future: Gender equality lessons learned in school can help them to build relationships in higher education and the workplace.



Physical education classes are the most effective means of forming a culture of gender equality in students. Because it is physical activity, team games, and the struggle for a common goal that teach students to rise above gender boundaries. The issues discussed in the article show that gender equality is not about making girls equal to boys, but about enhancing the value of each student as a person through physical education. Reforming the school physical education system, introducing new methodologies, and increasing the gender literacy of teachers remain urgent tasks today. Only through such an approach can we raise a generation that is well-rounded, respectful of each other, and building a just society.

Conclusion: Physical education classes play a crucial role not only in developing students' physical abilities but also in fostering a culture of gender equality and social justice. By eliminating stereotypes, promoting inclusive participation, and applying gender-sensitive teaching methods, schools can create an environment where both boys and girls feel equally valued and motivated. The use of interactive strategies such as mixed teams, role exchange, and cooperative activities helps build mutual respect, leadership skills, and teamwork among students.

Moreover, the teacher's competence, attitude, and communication style are key factors in shaping students' perceptions of equality. A well-designed physical education system based on fairness, differentiation, and inclusivity contributes to students' psychological well-being, social integration, and healthy lifestyles. Ultimately, integrating gender equality into physical education is not only a pedagogical necessity but also an important step toward building a more just and balanced society.

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