

GENDER PROBLEM AND ITS PSYCHOLOGICAL BASIS**Urdabayeva Gulnora Mambetaliyevna**

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ANNOTATION

In recent years, gender and related concepts have become a common focus of social change and social debate. Many societies, including the world community, have observed a rapid change in the concepts of gender roles, gender images in the media, and legal trends regarding gender. This article focuses on the gender problem and its psychological basis.

Keywords: *Gender problem, gender equality, community in the world, psychological basis, research, habit, letter-action, difference.*

Gender equality, inequality, or problem derogation through actions, attitudes, and personal characteristics defined as a particular culture, male or female. The peculiarity of the sex of a man means that they have a psychological sense of being a man or a woman. In contrast, the direction of emotional and erotic attraction of a person in a dependent gender, in relation to representatives of the same gender or both genders. These are important differences, and although we do not discuss each of these terms in detail, one must admit that they do not always correspond to each other. A man can be a biological male, but having a female identity or a different combination of originality and orientation in the case of attraction to women.

Differences between men and women can be based on the following: real gender differences (that is, men and women actually differ in some abilities. There are also gender roles (that is, differences and gender stereotypes between how men and women should act (that is, how men and Women Act, and psychologically differ.

What are the real gender differences?

When it comes to language and language skills, girls develop language skills and boys know more words than boys; but this does not lead to long-term differences. Girls are also more likely to be praised than boys, to agree with the guy they are talking to, and to describe in detail the comments of another man; boys are more likely to express and criticize their opinion than girls on the contrary. Boys demonstrate higher indicators of physical aggression than girls, and are more likely to play organized rough games.

When it comes to aggression, boys show a higher degree of unreasonable physical aggression than girls, but there is no difference in the aggression provoked. Some big differences include children's play styles. Boys often play rough and rough games in large groups, while girls are engaged in low physical activity in much smaller groups. There are also differences in the rates of depression, girls are more likely to be depressed after puberty than boys. After puberty, girls also become dissatisfied with their bodies than boys.

At the same time, there is a significant variability between separate men and separate women. In addition, even if there are differences in the average, the actual size of most of these differences is very small. This means that knowing someone's gender does not help much in predicting its real characteristics. For example, according to the level of activity, boys are considered more active than girls. In addition, many gender differences do not reflect innate differences, but rather reflect specific experiences and differences in

socialization. For example, the estimated gender difference is that boys demonstrate better spatial abilities than girls.

Many of the fundamentals that we differ in terms of gender are actually based on gender stereotypes and not actual differences. Based on the recent analysis, thousands of studies of more than a million people, studies have shown that: girls are not afraid of cowardice, shyness or something new than boys; boys are not more angry than girls, and girls are not more emotional than boys; boys do not work better than girls in mathematics. One of the theories that explains the formation of gender roles in children is the theory of social education. The theory of social education emphasizes that gender roles are studied through empowerment, punishment and modeling. Children are rewarded and encouraged to behave in accordance with their gender roles and are punished for violating their gender roles. In addition, the theory of social education states that children learn about their gender roles by modeling the behavior of adults and older children, thereby developing ideas about the behavior that is appropriate for each gender.

CONCLUSION

The problem of gender is causing the most feedback and controversy today. Studies are being conducted to address Gender issues, and the psychological basis is very important in this regard. The theory of social education is less supportive than the theory of the gender scheme-studies have shown that parents play gender - appropriate games, but in most cases both male and female children are treated the same way that being in a different relationship to boys and girls, men and women is also the result of gender difference, and the cause of gender.

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