

## FOSTERING HEALTHY GENDER RELATIONS AMONG TEENS IN EXTRACURRICULAR ENVIRONMENTS

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### Annotation

The article addresses the problem of forming a gender culture of interpersonal relationships among senior high school students (ages 15–18) amidst modern socio-cultural challenges such as the virtualization of communication and the dominance of pragmatic values. Drawing on the theories of S. Bem and A.V. Mudrik, the author presents a three-stage pedagogical model—Educational, Axiological, and Reflexive—designed to move students from gender conformism to a subjective, egalitarian position. Based on a longitudinal study conducted in Volgograd, the text details specific pedagogical tools (training, clubs, and self-discovery exercises) that facilitate the transition from a “Conformist” level to an “Individual” level of gender culture. The findings emphasize that effective gender education focuses on individual autonomy and the mastery of a diverse gender repertoire rather than rigid behavioral rules.

**Keywords:** Gender culture, interpersonal relationships, senior high school students, gender socialization, egalitarianism, gender stereotypes, pedagogical model, subjective position, gender transformation, extracurricular activities.

### Аннотация

Данная статья посвящена проблеме формирования гендерной культуры межличностных отношений учащихся старших классов (15–18 лет) в условиях современного социокультурного кризиса, деперсонализации и виртуализации общения. Опираясь на концепции С. Бем и А.В. Мудрика, автор обосновывает трехэтапную педагогическую модель (когнитивный, аксиологический и рефлексивный этапы), направленную на преодоление гендерного конформизма. В работе представлены результаты исследования, проведенного в школах Волгограда, и описан инструментарий (тренинги, клубная деятельность), способствующий переходу учащихся с “конформного” на “индивидуальный” уровень гендерной культуры. Основной вывод исследования заключается в необходимости развития субъектной позиции подростка и способности к преодолению гендерных стереотипов через эгалитарное взаимодействие.

**Ключевые слова:** Гендерная культура, межличностные отношения, старшеклассники, гендерная социализация, эгалитаризм, гендерные стереотипы, педагогическая модель, субъектная позиция, гендерная трансформация, внеучебная деятельность.

### Annotatsiya

Ushbu maqola zamonaviy ijtimoiy-madaniy inqiroz, muloqotning virtuallashuvi va pragmatik qadriyatlar ustuvorligi sharoitida yuqori sinf o'quvchilari (15–18 yosh) o'rtasida shaxslararo munosabatlar gender madaniyatini shakllantirish muammosiga bag'ishlangan. S. Bem va A.V. Mudrik nazariyalariga tayangan holda, muallif o'quvchilarni gender

konformizmidan sub'ektiv va egalitar pozitsiyaga o'tkazishga qaratilgan uch bosqichli pedagogik modelni (ta'limiy, aksiologik va reflektiv) taklif etadi. Volgograd maktablarida o'tkazilgan tadqiqot asosida gender madaniyatini "konformist" darajadan "individual" darajaga ko'tarishga xizmat qiluvchi pedagogik vositalar (treninglar, klub faoliyati, o'z-o'zini anglash mashqlari) tahlil qilingan. Tadqiqot natijalari gender ta'limi qat'iy qoidalarni o'rgatish emas, balki o'smirlarda gender stereotiplarini yengish va erkin mulohaza repertuarini shakllantirishga yo'naltirilishi lozimligini ko'rsatadi.

**Kalit so'zlar:** Gender madaniyati, shaxslararo munosabatlar, yuqori sinf o'quvchilari, gender sotsializatsiyasi, egalitarizm, gender stereotiplari, pedagogik model, sub'ektiv pozitsiya, gender transformatsiyasi, darsdan tashqari faoliyat.

The problem of forming a gender culture of interpersonal relationships among senior high school students (typically aged 15–18) has acquired particular relevance within shifting socio-cultural conditions. These conditions are characterized by an intensifying spiritual crisis, the dominance of pragmatic values among youth, and the depersonalization, devaluation, and virtualization of communication. These trends directly contradict the heightened developmental need in late adolescence for real, face-to-face interaction as a leading activity (T.S. Kuznetsov, V.S. Mukhina, L.I. Stolyarchuk). Such factors limit personal choices regarding gender relationship strategies and obstruct the selection of future life perspectives.

According to State Educational Standards, senior high school students are tasked with developing respect for the opinions of "others", the ability to "conduct constructive dialogue", and "achieving mutual understanding" through both classroom instruction and extracurricular activities. However, in practice, senior students often act as conformists and "victims of gender socialization" (A.V. Mudrik). They are highly susceptible to socializing influences and frequently fail to adopt a subjective gender position in communication. Furthermore, pedagogical efforts in extracurricular settings often lack effectiveness due to a lack of theoretical substantiation regarding the process of forming a gender culture of relationships.

Scientific literature analysis suggests that researchers view gender culture as an educational outcome for students in early youth (ages 15–18). The task of educational institutions is not to teach a rigid set of rules or external prohibitions regarding gender behaviour [5, p. 35], but to create conditions for students to perceive various gender relationship strategies as equally valid. This involves fostering a tolerant and respectful attitude toward them and developing the capacity for an informed choice of strategy that corresponds to one's own gender characteristics, internal needs, individuality, and prospects for self-realization [5, p. 35].

Based on these principles, a study was conducted from 2011 to 2014 across secondary schools in Volgograd, involving 236 male and female students (grades 10–11) and 8 teachers. The study substantiated a model and tools for forming a gender culture of relationships, serving as a theoretical and methodological guide for teachers and class supervisors.

The process model consists of three consecutive stages: Educational (informational), Axiological (value-based), and Reflexive.

First Stage – Educational: Focused on familiarizing students with elementary gender knowledge (psychophysiological and socio-cultural characteristics of relationships between young men and women, and types of relationships: masculine, feminine, androgynous). Tools used included extracurricular lessons, discussions, excursions, tests, and exercises. These

helped students overcome conformism and the dependent influence of peers, fostering self-knowledge and awareness of internal needs.

Second Stage – Axiological: Focused on forming an equal, value-based attitude toward peers, promoting egalitarianism, kindness, and tolerance (preventing behaviour of superiority regardless of gender). Tools included video presentations on “Various Societies and Their Gender Values,” gender tolerance training, and “The Price of a Stereotype” exercises. This fostered mutual respect and attentiveness in communication.

Third Stage – Reflexive: Aimed at stimulating reflection in relationships and developing the ability to overcome cultural gender stereotypes. It encouraged “gender transformation” depending on the communication context and the mastery of a diverse gender repertoire. Tools included the “HIGH SCHOOL CLUB” activities, communication skill assessments, and exercises such as “Male and female greeting rituals”. This culminated in a subjective, holistic egalitarian position that facilitates successful gender interaction in the educational process.

To provide a cohesive and fluid academic narrative, the expanded methodology and analysis of development levels are integrated here as a continuous discourse in English.

The diagnostic and formative experiments were conducted through a specialized pedagogical lens, utilizing extracurricular activities to bridge the gap between theoretical gender knowledge and practical interpersonal application. A cornerstone of this methodology was the activity “How to know the attitude of others toward you”, which functioned as a multifaceted tool for psychological and social discovery. It facilitated a deep self-discovery of gender characteristics—such as vocal patterns, physical gestures, and emotional reactions—which students categorized through the lens of Sandra Bem’s concepts of masculinity, femininity, and androgyny.

Beyond self-perception, the methodology incorporated the cognition of others' gender features, requiring students to analyse how peers reacted to specific actions and what perceptions were formed during these exchanges. By determining the emotional valence of these attitudes—whether positive or negative—students were able to compare their internal self-images with external peer feedback. This process often triggered a constructive cognitive dissonance, leading to the realization of significant gaps in their personal gender experience and highlighting an urgent need for self-improvement in their communicative repertoire.

The progression of gender culture in these relationships is observed through a three-tiered evolutionary trajectory. At the initial conformist level, students possess only elementary, often superficial, knowledge of psychophysiological gender differences, and their behaviour remains rigidly tethered to peer pressure and traditional social expectations. As they transition to the social level, a shift toward axiological maturity occurs; students begin to value their peers as equal subjects in both professional and personal spheres, demonstrating consistent tolerance and mutual respect. However, at this intermediate stage, gender-based behavioral patterns may still sporadically revert to non-constructive habits under stress. The ultimate goal of the formative process is the individual level, characterized by the high-level ability to overcome entrenched cultural stereotypes and achieve “gender transformation.” At this peak, students master a diverse gender repertoire—seamlessly blending assertive (masculine) and empathetic (feminine) traits—allowing them to initiate and sustain constructive, egalitarian interactions that transcend biological labels and foster true subjective autonomy in the educational environment.

The study confirms the effectiveness of the developed model and pedagogical tools in forming a sophisticated gender culture of relationships among senior high school students.

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