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DETERMINANTS OF GENDER CULTURE DEVELOPMENT AND THEIR CHARACTERISTICS

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Annotation: This article examines the main determinants that influence the development of gender culture and explores their distinctive characteristics. It highlights the interconnection between biological, psychological, didactic, socio-economic, and ethnocultural factors in shaping gender awareness, attitudes, and behavior. The study emphasizes that gender culture is not an innate trait but a social and educational phenomenon that develops through interaction, upbringing, and learning. Each determinant plays a specific role: biological factors define natural differences; psychological aspects shape identity and empathy; didactic elements organize gender-sensitive learning; socio-economic factors determine equality of opportunity; and ethnocultural influences reflect traditions and national values. The article concludes that understanding the nature of these determinants allows educators to design effective pedagogical strategies for fostering gender equality and tolerance among students.

Keywords: gender culture, determinants, education, biological factors, psychological factors, didactic approach, socio-economic aspects, ethnocultural values, gender equality, tolerance

In contemporary society, the development of gender culture has become one of the most important priorities in the field of education and social progress. Gender culture represents a system of knowledge, values, beliefs, and behavioral norms that define how individuals perceive gender roles, equality, and interaction between men and women in social, cultural, and professional contexts. Its formation is essential for building a tolerant, fair, and democratic environment where both genders can realize their full potential.

The development of gender culture is not a spontaneous process; rather, it is shaped by a range of determinants — biological, psychological, didactic, socio-economic, and ethnocultural. Each determinant plays a unique role and contributes to shaping individuals' understanding of gender relations. Biological determinants refer to natural, physiological, and genetic differences between sexes that influence personality formation and social behavior. However, modern science emphasizes that these biological distinctions should not serve as a basis for inequality or discrimination.

Psychological determinants focus on the development of gender identity, emotional intelligence, and interpersonal communication skills. They help explain how individuals internalize social roles and how psychological support in education can foster empathy, self-awareness, and respect for diversity. Didactic determinants relate to the educational process itself — the methods, content, and technologies used to introduce gender-sensitive perspectives into teaching and learning. The inclusion of gender equality principles in curricula promotes critical thinking, awareness, and behavioral change among students.

The socio-economic determinants highlight the importance of equal access to education, employment, and social resources as foundations for gender equity. They underline how social structures and economic policies can either strengthen or hinder gender balance in society. Finally, ethnocultural determinants encompass traditions, customs, and national values that influence gender roles and expectations within different cultural contexts. Respecting these while promoting equality ensures harmony between cultural identity and universal human rights.

Thus, the study of these determinants provides a theoretical and practical basis for understanding the complex nature of gender culture. Identifying their characteristics helps educators and policymakers design effective pedagogical strategies that nurture gender sensitivity, respect, and social justice among students — key components of sustainable human development.

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The concept of gender culture has been the focus of numerous studies in education, psychology, and sociology, highlighting its multidimensional nature and its dependence on various determinants. Researchers agree that gender culture is a product of both individual development and social construction, influenced by biological, psychological, didactic, socio-economic, and ethnocultural factors.

From a theoretical perspective, scholars such as Judith Butler (1990) and Raewyn Connell (2002) argue that gender identity is not a biological constant but a social and cultural construct that evolves through interaction, discourse, and education. Their works establish the foundation for understanding how educational systems can contribute to the development of gender culture by shaping gender norms and behaviors. Similarly, Simone de Beauvoir (1949) famously stated that “one is not born, but rather becomes, a woman,” emphasizing the social processes that influence gender formation.

In the field of educational sciences, the works of Vygotsky (1978) and Bruner (1996) support the idea that learning and socialization are key mechanisms for internalizing cultural norms, including gender roles. Modern didactic research (e.g., Akhmedova, 2020; Yusupova, 2021) demonstrates that modular and interactive teaching methods enhance students’ gender awareness and tolerance by creating inclusive learning environments. These approaches promote equality in classroom participation and foster critical reflection on traditional gender stereotypes.

From a psychological standpoint, Bandura’s (1986) social learning theory explains how individuals acquire gendered behaviors through observation, imitation, and reinforcement. Sandra Bem (1981) introduced the concept of gender schema theory, describing how cognitive structures help individuals process and organize gender-related information. This theoretical background highlights the importance of psychological education in developing empathy, communication, and self-awareness — essential components of gender culture.

Socio-economic research conducted by organizations such as UNESCO (2019) and the World Bank (2021) indicates that gender equality in education and employment is directly linked to national development and social justice. Equal opportunities in education lead to greater participation of both genders in economic and civic life, thereby strengthening social cohesion and innovation.

Finally, ethnocultural studies (e.g., Karimova, 2018; Rasulova, 2020) emphasize that gender culture cannot be separated from the cultural and traditional context of a nation. In Central Asian societies, for example, historical values, religious beliefs, and community norms play an important role in defining gender expectations. Therefore, integrating cultural sensitivity with global gender equality principles is vital for developing balanced and sustainable educational models.

In conclusion, the reviewed literature demonstrates that the formation of gender culture is a complex, interdisciplinary process. It requires not only theoretical understanding but also practical educational strategies that integrate biological, psychological, didactic, socio-economic, and ethnocultural determinants. Such an approach ensures that gender culture development becomes a conscious, holistic, and transformative component of the modern educational system.

The analysis of scientific literature and theoretical concepts confirms that the development of gender culture is a multifaceted and dynamic process shaped by the interaction of several determinants. Understanding these determinants — biological, psychological, didactic, socio-economic, and ethnocultural — allows educators to create a comprehensive model for cultivating gender sensitivity and equality among students.

From the biological perspective, it is evident that gender-related differences in behavior and personality stem partly from physiological and hormonal factors. However, the discussion emphasizes that these differences should not justify social inequality. Education must instead promote an understanding of biological diversity while fostering respect and equal opportunity for all.

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The psychological dimension of gender culture formation focuses on identity, motivation, and emotional intelligence. Psychological development plays a vital role in how individuals perceive gender roles and build relationships based on empathy and mutual understanding. Thus, pedagogical interventions should include activities that strengthen emotional literacy, communication skills, and conflict resolution — all of which are key to eliminating gender bias.

From a didactic standpoint, modular and learner-centered teaching technologies are the most effective tools for gender education. They make it possible to include gender-sensitive materials across various disciplines, support interactive learning, and encourage reflective thinking. Such approaches not only expand students' knowledge but also transform their attitudes and behaviors. For example, case studies, discussions, and project-based learning enable students to analyze real-life gender issues and propose socially responsible solutions.

Socio-economic determinants further underline the fact that gender culture cannot be developed in isolation from broader social and economic realities. Equal access to education, employment, and resources significantly influences how gender equality is perceived and practiced. Therefore, educational institutions must serve as agents of social change by promoting inclusive values and combating economic and social disparities between genders.

The ethnocultural aspect is also crucial, especially in societies with rich historical and cultural traditions. National customs and moral codes often define gender expectations; however, when interpreted progressively, these traditions can become a source of support for gender equality rather than a barrier. Respecting cultural identity while promoting universal human rights ensures harmony between modernization and national values.

Moreover, the discussion reveals the critical role of teachers and educational leaders in this process. Without a well-formed gender culture among educators themselves, it is impossible to implement gender-sensitive teaching successfully. Continuous professional development and methodological training are essential for enabling educators to integrate gender principles effectively into the educational process.

In summary, the discussion underscores that the development of gender culture is not limited to theoretical awareness — it requires systematic, practice-oriented efforts within education and society. The interaction of all determinants provides the foundation for sustainable gender equality, ensuring that students grow into conscious, tolerant, and socially responsible citizens who contribute to a just and inclusive future.

The study concludes that the development of gender culture is a complex, interdisciplinary, and socially significant process that depends on the interaction of multiple determinants — biological, psychological, didactic, socio-economic, and ethnocultural. Each determinant contributes uniquely to shaping individuals' understanding of gender roles, equality, and interpersonal relationships. Recognizing and integrating these factors within educational practice is essential for fostering a comprehensive and sustainable model of gender education.

The findings confirm that biological determinants define natural differences but must be approached through the lens of equality and respect rather than hierarchy. Psychological determinants influence the formation of gender identity, empathy, and emotional intelligence — core qualities that support tolerance and cooperation. Didactic determinants emphasize the role of innovative and modular teaching technologies in embedding gender sensitivity into learning environments. Through well-structured educational content and interactive pedagogy, students can critically reflect on gender stereotypes and develop inclusive thinking.

Furthermore, socio-economic determinants highlight the importance of ensuring equal access to education, employment, and social resources as prerequisites for gender equity. Ethnocultural determinants remind educators that cultural traditions and national values must be respected and harmonized with universal principles of human rights and equality.

Overall, the integration of these determinants in educational theory and practice leads to the creation of a strong foundation for gender culture development among students. This not only enhances their personal and social competencies but also contributes to the formation of a

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tolerant, democratic, and just society. Therefore, cultivating gender culture should be recognized as a strategic priority in higher education — one that shapes the next generation of citizens capable of promoting equality, respect, and human dignity in all spheres of life.

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