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## MODERN EDUCATIONAL TECHNOLOGIES GENDER EQUALITY

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### Abstract

This article deals with modern educational technologies and gender equality. Technology-oriented fields are still mostly male dominated. Increasing the number of women in natural science and technology careers remains an elusive goal in EU countries. Although gender equality and nondiscrimination have been critical, longtime concerns in education, gender-related divisions continue to occur in the field of technology and the subjects that pupils decide to study. Also, significant variations between girls' and boys' interest and behavior have been documented in technology education.

**Keywords:** gender, education, equality, beforehand, according to

The low level of women in these fields deprives them of the opportunity to contribute toward research and innovation on an equal footing; given the different perspectives that women offer, the quality of research and innovation suffers as well. In order to introduce a more equitable gender balance, especially in technology-oriented fields, and, consequently, in the labor market, our knowledge of technology education and gender-related issues should continue to expand and to receive attention. In today's society, technology is playing an increasingly important role in most people's lives, and knowledge of technology and related abilities are vital for all citizens. However, technology has a deeply gendered history, and the discourses relating to gender and technology used to reflect this fact, labelling it as “masculine” or “not a place for a woman”. Concern has been expressed for many years that relatively few women enter occupations in the natural sciences, yet the underrepresentation of women is even more striking in engineering and technology. Gender can be seen as resulting from a complex cascade of biological and social-environmental factors. Furthermore, gender is an important factor that influences speech, mannerisms, behavior, and our use of products and services that signal who we are in addition to establishing rules for interaction states that gender is central to the way that life is organized and constructed and, therefore, is a significant element that influences our embedded thinking patterns and routines. Moreover, gender norms refer to the attitudes about the behaviors, preferences, products, professions, and knowledge that are appropriate for women and/or men. These norms draw upon and reinforce gender stereotypes, which are widely held, idealized beliefs about women and men and the meaning of femininity and masculinity. Gender norms are produced through social institutions, such as families, schools, workplaces, and universities, and throughout wider cultural spheres via textbooks, literature, films, and video games. Gender, as a social construct, has been conceptualized in several different ways. The European Commission, for example, defines gender as a sociocultural process that encompasses the cultural and social attitudes of a particular society. Together, such processes either shape or sanction “feminine” and “masculine” behaviors, products, technologies, environments, and knowledge. Thus, gender is not a static identity but rather a learned capacity to absorb and provide depictions of masculinity and femininity adds that representations of masculinity and femininity are often placed in opposition; in other words, what one is, the other is not. Blaine argues that even if gender categories help to organize cognitive resources through the development of stereotypes, there is a risk of discarding a great deal of information. Although few would disagree that the two sexes are physically different, scholars continually disagree over the related questions: Are the two sexes psychologically different? And do biological factors lead to sex differences in human behavior? Therefore, the influence of sex on gender remains an open question. In terms of acquiring understanding and knowledge of technology, today's society places high

demands on individuals as the technologies that mediate our lives become more complex. Technology education has been developed to help people understand technology and provide them with the tools and skills they need to utilize it. Banks and Barlex reiterate the question posed by Layton: What do pupils learn from technological design and activity or through technology education that cannot be learned in any other way? They highlight the most general answer to this question in terms of capability: Technology education enables us to operate effectively and creatively in a human-made world. Thus, the goal is then to increase “competencies in the indeterminate zones of practice.” Particularly, technology education enables students to actively engage and participate in practical and meaningful experiences and opportunities that also improve their technological knowledge and working skills. Furthermore, the hands-on nature of the subject helps students to better conceptualize scientific and technological concepts and their relationship to real-world uses. Meanwhile, Dakers notes that technology education curricula have also begun to emphasize other issues related to values and attitudes, such as ethics, sustainability, social, and moral impact, with the goal of providing a better framework to understand the modern technological world. As relevant to the implementation of technology education, the experience of children with technology is a matter of equal opportunities: All children should have the opportunity to gain technological literacy. Thus, technology education must be an important element of the overall educational system. One challenge to achieving this goal is that technological literacy may be defined in several ways, and no consensus exists on the meaning of the term “technological literacy”. Although some countries have national standards for technology education at all educational levels, its specific subject status varies, and internationally, no common framework currently exists for teaching technology in primary and secondary schools. The end of the twentieth century was significant in the fate of Uzbekistan. After independence, the state began to introduce new changes in political, economic and social life. Having gained freedom in all respects, the Republic of Uzbekistan was able to independently adjust the political system and ensure economic and social development. Ensuring a decent and healthy life for the population and high-quality human development has become the main priority of the country's state policy. Various state programs on social protection, development of a market economy, improvement and strengthening of judicial and legal relations were mainly aimed at developing a democratic society. The possibility of building a proper democratic society depends largely on the support of world and international organizations and the foreign policy of developed countries. During the years of independence, Uzbekistan gained a good reputation as a democratic state due to its purposeful efforts to take global positions. Successful integration in world politics, economic and legal space indicates a large, purposeful work in the field of human rights. In-depth international cooperation in a wide range of areas requires state policy to ensure gender equality, which is an essential component of world politics. In addition to the universal biological difference between men and women, there are social differences that manifest gender equality. Social behavior and specific relationships between women and men in society determine and guide the development of society as a whole. Within the same culture, women and men learn the rules of behavior that are determined by the activities and main tasks of society. For proper progress, society chooses those social arrangements and forms those social institutions through which it can manage its subjects regardless of gender. Therefore, modern society welcomes the participation of both men and women in the process of establishing a legal society. The investigative mechanism, ignoring the biological differences that may be reflected in the lives of men and women, emphasizes the equal use of economic, social and political opportunities for all citizens of the country. The appropriate way to model the social roles and introduces them to the society. Gender equality in society is determined by the degree of participation of women in the decision-making process. In the economic and political life of Uzbekistan, women have had a secondary role until today. But the

socio-cultural and economic-political development of our time does not allow us to preserve and preserve the old trends. For the development of an important resource as human capital, our state provides equal opportunities for all citizens of society. The value of equality between men and women, established by time and the laws of society, makes any nation stronger in all respects. Gender policy in The new Uzbekistan is based on the legal, organizational, and administrative foundations of gender equality. Due to the fact that education and training, the implementation of the right to work and remuneration for it, socio-political and cultural activities, and special measures for the protection of labour and health of women are reflected in legislation, the principle of equality of men and women originates from the Main Law – the Constitution of the Republic of Uzbekistan. The diversity of forms of women's participation in social and labor activities, expanded opportunities for self-realization, and effective measures to improve the work of rural women help build a new, civil, and democratic society. Gender equality is necessary to eliminate social barriers, to help the development of personality, both men and women in all spheres of life. In reality, the situation of women and men may differ. If government programs, regulations, and other measures are developed without taking into account these biological and social differences, then the effectiveness of these measures does not bring any benefits to society. The gender policy of the Republic of Uzbekistan is based on generally accepted international norms, enshrined in UN Conventions and other international documents, aimed at overcoming all forms and manifestations of gender discrimination and creating conditions that give everyone the right, regardless of gender, to fully realize their personal potential. Regardless of the political structure and level of socio-economic development, the problems of ensuring relations and equal opportunities have always been relevant in any state. Because the sustainable development and prosperity of the country, the achievement of peace among the people is due to the foundations of gender equality. A developed society proves that if women and girls have equal access to education, decent health care, acceptable employment, and active participation in political and economic decision-making, this contributes to economic stability and benefits both the society in which they live and humanity as a whole. The United Nations development program maintains the human development report, which compiles the human development index for 187 countries. "The human development index (HDI) is a comprehensive comparative measure of life expectancy, literacy, education, and living standards for countries around the world. This index is used to identify differences between developed, developing and underdeveloped countries, as well as to assess the impact of economic policies on quality of life." The 2018 human development index estimates were published on December 9, 2019. According to the main statistical indicators, human development in the Republic was determined. Uzbekistan – ranked 105th shows a positive result, as it is in the category of countries with a high level of human development. During the years of independence, gender equality experienced declines and growth, but despite this, the country's achievements in this area were able to determine the 57th place out of 188 countries in the "gender equality Index". The main indicator was the high level of education and economic activity of women during the period of democratic changes in Uzbekistan. In order to ensure equality between men and women, the state of our country has taken appropriate measures. For example, the law of the Republic of Uzbekistan "On guarantees of equal rights and opportunities for men and women" adopted by the legislative chamber on August 17, 2019 was approved by the Senate on August 23 of the same year. The first article of the first Chapter reads: "the purpose of this Law is to regulate public relations in the field of guaranteeing equal rights and opportunities for men and women, and preventing discrimination on the basis of gender." The government is stepping up all efforts to eliminate gender discrimination as a result of Patriarchal attitudes and unfounded social norms. Of course, in any society, you can see categories of people who have achieved some success, both in the family and in their careers, but most cases indicate the presence of gender inequality in society. Both individual qualities and

abilities, as well as other elements of circumstances and situations around them, play a role in achieving a woman or man. However, if in society some men or women are more advanced and developed, and the other part of society can not find the right way to self-realization, it means that the problem exists not in the activities of individual subjects, but at the level of the whole society. Therefore, actions and measures on a national scale require consideration of problems related to the reality of socio-economic and socio-political growth, in the process of which there are obstacles that generate gender inequality. Thanks to work, people have reached the stage of today's development. Labor activity as a vital necessity is practiced in all social relations. People consume and use natural resources as necessary. To create normal conditions, people turn to work. There is no such period of labor social relations in the history of mankind where a woman did not take part. Objective reasons such as childbearing and the household did not provide equal opportunities with men in work. But as the state increases certain benefits and special guarantees in the legislation, women do not lose their competitiveness with men in the labor sphere. Women's entry into the labor market has helped reduce traditional stereotypes about the roles of women and men. But there are new economic problems of a gender nature. There were issues of professional segregation based on gender, low assessment of women's work, combining professional and family responsibilities of women, and discrimination in employment. In this regard, the main task of labor legislation regulating social relations that arise when the right to work is manifested is "ensuring the normal functioning of the labor market, protecting labor rights and health of employees, creating fair and safe working conditions . The Labour code of the Republic of Uzbekistan, based on the Constitution of the Republic of Uzbekistan, establishes the equal rights of every person, regardless of gender, to work, to free choice of work, to fair working conditions and to legal protection from unemployment. For example, over the past 20 years, the population in our country has increased, state-owned preschool institutions have decreased by more than 45 percent. The coverage of children in these camps is only 30 per cent so far. How important is the pre-school education system, it is possible to know from the opinions of our president about the difference in the level of thinking of a child who has not gone to kindergarten with a child who has received a kindergarten education [6].

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