

THE ROLE OF THE “FAMILY–MAHALLA–EDUCATION SYSTEM” IN
INCULCATING THE PRINCIPLE OF GENDER EQUALITY

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Abstract: This article analyzes the essence and significance of the principle of gender equality and examines the role of the family, the mahalla (local community), and the education system in instilling this principle into public consciousness. It also highlights the importance of cooperation among these three social institutions in ensuring sustainable development and social justice.

Keywords: gender equality, family, mahalla, education system, social institution, upbringing, legal culture

Main Part

The process of instilling gender equality requires a systematic approach and long-term effort. It cannot be achieved solely through a specific part of the education system or only through the family institution. Therefore, ensuring cooperation between the family, mahalla, and education system plays a crucial role in forming a healthy worldview related to gender in social consciousness.

First, it is important to consider the role of the family in ensuring gender equality. The family plays a fundamental role in a child’s upbringing. A child is born, grows up, and forms perceptions about the world within the family. Initial moral values and views about human roles in society are shaped here. At the same time, gender stereotypes begin to form in a child’s mind. Decisions made by adults—such as what clothes to dress a child in, how to style their hair, or whether to give them a toy car or a doll—play an important role in this process. These stereotypes are often reinforced by other family members and society.

To instill the principle of gender equality within the family, parents themselves must possess healthy attitudes and correct values regarding gender. Parents are the primary educators of the child. If they provide incorrect information about gender roles, the child may accept these views as absolute truth. For example, if a father tells his son that being male means being stronger and having authority over girls, the child may grow up believing that dominance is justified. Therefore, educators themselves must be educated. Personal example is one of the strongest tools in family upbringing.

While initial gender perceptions are formed in the family, the social environment—especially the mahalla—also plays a significant role in reinforcing them. The mahalla is a unique form of self-governance and a civil society institution. It preserves traditions, strengthens solidarity, and contributes to the upbringing of younger generations. Elders in the mahalla influence youth through both words and actions, promoting respect and equality between men and women.

The mahalla performs several important functions in shaping a healthy gender worldview: educational (direct and indirect), social cooperation, and social control. Through community involvement, cases of inequality or domestic violence can be addressed, thereby reinforcing the idea that gender discrimination is unacceptable.

In addition to the family and mahalla, the education system plays a key role in instilling gender equality among youth. Children's understanding of right and wrong is shaped in preschool institutions, schools, and higher education. In Uzbekistan, education is secular, and boys and girls study together. Properly organized interaction between boys and girls helps develop mutual respect and equality.

The content of school subjects also contributes to promoting gender equality. Subjects such as "Education," "History of Uzbekistan," and "Literature" introduce students to prominent women in national history and culture, including Tomyris, Zarina, Turkon Khatun, Saroymulkhanim, Nodirabegim, Uvaysiy, Anbar Otin, Saida Zunnunova, and Zulfiya Isroilova. This demonstrates that women have historically played active roles in social and political life.

The social partnership between the family, mahalla, and education system is essential for establishing gender equality in society. These three institutions shape a person's development from birth to adulthood. However, gender-related problems still exist. Cases of domestic violence against women persist, leadership positions in mahallas are predominantly held by men, and hidden or explicit gender stereotypes remain within the education system.

In conclusion, strengthening cooperation between the family, mahalla, and education system is vital for promoting gender equality and preparing young people for family life based on mutual respect and equal rights.

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