

THE PSYCHOLOGICAL IMPACTS OF GENDER STEREOTYPES IN THE EDUCATION SYSTEM

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Annotation: *Stereotypes based on gender help people categorize objects and make everyday tasks and cognitive processes easier, yet gender bias in society limits human and the achievement of goals. This article provides information with the causes of gender disparities in education at many levels: gender identity formation, the factors at the individual level, and attainment disparities.*

Key words: *Gender stereotype, gender bias, student, education,*

The overgeneralization of a person's traits and behavior based on their gender is known as a gender stereotype. Gender equality in education is a global issue that has to be addressed. Education mirrors social values in order for schools to accurately replicate those values and their effects on students. According to research, in certain Western nations, national qualifications and examinations show that girls perform much better than boys in most domains, particularly word recognition. There are limitations and increased pressures in the sector and job choice. Although the results are not immediately apparent, local governments and educational institutions are working to address the various issues brought on by gender inequalities by implementing new legislation and instructional strategies.

Gender stereotypes begin to shape children's understanding of themselves from an early age. In school environments, boys and girls are often encouraged to adopt behaviors that conform to traditional gender roles. This affects their self-concept and how they perceive their strengths and weaknesses. A study reveals that gender stereotypes in schools have an effect on boys and girls who struggle with mental health issues. It can be seen that different stereotypes exist in education system. According to gender stereotypes, boys are more inclined to hide their emotional pain through silence or disruptive behavior, whereas girls can be praised for their emotional maturity and openness in the classroom. When a student's personal interests or talents conflict with gender expectations, they experience cognitive dissonance-psychological discomfort caused by holding two contradictory beliefs or behaviors. For example, a boy who excels in dance may struggle between embracing his talent and conforming to the societal view that dance is feminine.

Students who identify with gender stereotypes may be less likely to explore other aspects of their identities. For example, boys may refuse creative or caring occupations even if they have a natural tendency towards them, whereas girls might avoid leadership or competitive responsibilities. Students who have personal interests

or talents that don't align with gender norms encounter cognitive dissonance, which is the psychological discomfort that results from having two opposing ideas or behaviors. For instance, a boy who does well in dancing may find it difficult to balance accepting his gift with following to the stereotype that dance is associated with women. When students encounter such dissonance, they may decide not to pursue careers that go against gender stereotypes, which can cause emotional stress, feelings of inadequacy, and occasionally academic disengagement.

Gender Bias in Classroom Interactions

According to studies, teachers biased interactions may inevitably spread gender stereotypes. For instance, research indicates that teachers frequently ask boys for solutions in math and science classes, which quietly reinforces the stereotype that boys are more prepared for these disciplines.

Boys may be encouraged to speak up more, while girls are praised for being quiet and obedient. These dynamics can hinder girls from developing strong public speaking or leadership skills and prevent boys from becoming good listeners or collaborators. Another influence of gender inequality is that students may feel stereotype threat if they are aware of the prejudices that claim their gender is less effective in a certain topic (for example, boys are better at reading and girls in mathematics). This is the fear of living up to negative assumptions, which may significantly reduce performance. Recent researches demonstrated the psychological impact of stereotype threat by showing that just reminding women of their gender before a math test can result in worse scores compared to when gender is not addressed.

Gender-specific behaviors are also reinforced by parents. Girls may be encouraged to engage in caring and social activities, while boys may be urged to pursue technical or physical activities. Stereotypes are frequently strengthened by the interaction between this social reinforcement and educational settings.

The majority of cultures influence children's expectations and aspirations for education and careers, even if they all maintain gender stereotypes in various ways. While the educational level of pupils is crucial, gender disparities in students at this point also clearly present issues. Several nations have initiated inquiries and implemented specific actions in this regard. This study demonstrates, in brief, that: Studies have revealed that girls outperform boys in the majority of fields in some countries.

Based on trend data in the United States, women have outperformed men in recent years when it comes to high school education, college admissions, and college completion [1]. Women began to match men in the percentage of graduates with degrees in academics in 1982, and by 2005, women made up 58% of bachelor's degree holders and 56% of all college students.

To conclude, schools can implement programs to reduce the psychological impact of gender stereotypes, such as training teachers to recognize and mitigate bias, encouraging co-educational activities that break down gender divisions, and fostering a growth mindset. Providing students with gender-diverse role models in various career fields can help dismantle stereotypes. For instance, having female scientists or male nurses speak to students challenges ingrained gender norms. Students can become more conscious and supportive of equality by using gender-neutral terminology in textbooks and instructional materials and having open discussions about gender discrimination in the classroom.

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