

## GENDER ANALYSIS OF PRIMARY SCHOOL TEXTBOOKS

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## GENDER ANALYSIS OF PRIMARY SCHOOL TEXTBOOKS

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**Abstract.** The article is devoted to the analysis of school textbooks for the presence of gender stereotypes in them regarding the place and role of men and women in society, the role of textbooks in the formation of self-awareness and gender identity of primary school students. Based on the research of domestic and foreign experts who conducted a comparative analysis of texts and illustrations of textbooks for grades 1-4 for the presence of traditional gender stereotypes, explicit or implicit, hidden gender discrimination, it was concluded that it is necessary to create conditions for gender-sensitive socialization.

**Key words:** content analysis, gender identification, gender socialization, gender discrimination, UNESCO, "female" and "male" professions, gender expertise gender-sensitive socialization.

### INTRODUCTION.

Formulation of the problem. Many prominent scientists emphasize that natural forces (inclinations, abilities) in a person are realized in social ones as a result of upbringing (family), the education system, including primary education. Family lifestyle, environment, culture, religion, mass media, state policy and much more influence [5].

### METHOD (METHODOLOGY).

Using the content analysis of primary school textbooks as an example, researchers have come to the unanimous opinion that already from primary school,

textbooks covertly or explicitly contain gender discrimination against women and girls. A set of professions, family roles, presented in them, separate the spheres of life of men and women, boys and girls, reinforcing in their minds the traditional gender stereotypes about the leading role of men, who play the most significant role in society and culture.

### **PRESENTATION OF THE MAIN MATERIAL OF THE STUDY.**

The problem of gender discrimination in textbooks is reflected in the book of the doctor of sociology, research supervisor André Michel "Down with stereotypes!: Overcoming sexism in books for children and school textbooks" (National Center for Scientific Research in Paris André Michel "Down with stereotypes!: Overcoming sexism in books for children and school textbooks" (UNESCO, Paris, 1986). Andre Michel sharply criticized the order that assigns different functions and roles to a man and a woman, which belittles, excludes, underestimates and stereotypes people on the basis of sex, puts in unfavorable conditions one gender in relation to the other, when a woman is underestimated, a man is overestimated [1].

In 2002, the members of the Center for Gender Studies (Tashkent) implemented the project: "Representation of gender issues and stereotypes in traditional textbooks for secondary schools in Uzbekistan". 21 textbooks for grades 1-4 in reading, Russian and Uzbek languages, mathematics, singing, studying the world around were analyzed, of which 12 textbooks are in Uzbek, 9 in Russian. As a result of the study, it turned out that "out of 390 cases of mentioning persons in the context of the profession, men account for 273 cases, or 70% of the total, women account for 117 cases, or 30%. At the same time, only 9 out of 56 professions are mentioned among "female" ones, which means that other types of labor activity are understood as "male". Women are more often portrayed in the role of a teacher, they are also more often presented in a family setting as a mother, grandmother, wife. However, women are absolutely not included in sports activities - neither in the text nor in the illustrations of textbooks. In the context of

labor activity, men are represented 2 times more often than women, in the sphere of culture - 4 times, leisure - 3 times. A sharp gender gap in the field of "culture" was shown by the analysis of illustrations in the textbooks "Music", where mostly men play folk instruments and orchestras, they also write music [4].

According to UNESCO experts (2020), gender stereotypes persist in the content of school textbooks in Uzbekistan, which affect the fact that girls predominantly choose traditionally "female" professions in the field of health or education, not showing interest in the exact sciences and technical disciplines. In confirmation of the gender inequality presented in the textbooks, the publication published a page from the textbook with the text "Dialogue about the Future", where boys dream of becoming composers, designers, entrepreneurs, and girls dream of becoming fashion designers and champions in rhythmic gymnastics. Moreover, as examples of famous residents of Uzbekistan, only men are indicated - Beruni, Imam Bukhari, Ulugbek [3].

Analyzing a set of textbooks for grades 1-4 of the secondary school of the Republic of Kazakhstan Kushnir M.P. (Women's Images in Primary School Textbooks of the Republic of Kazakhstan) gives the following examples: men predominate in fairy tales and stories for children in a ratio of 11:1. In the "Primer" the heroines are female, mostly shown at home, performing various household duties. Men read, play sports, craft, build, etc. The image of a woman on the pages of the textbook on "Knowledge of the World" of grades 3 and 4 is associated primarily with family and home. The content of mathematical tasks from women's professions mentions "seamstress", "dressmaker", "milkmaid", "teacher", while the list of male professions is 3 times wider. In the textbook "Mathematics" for grade 1, out of 10 fairy-tale characters, only 1 represents a female image. The author comes to the conclusion that sexist stereotypes are legalized in the content of primary school textbooks. In most texts and illustrations, children and adults perform traditionally distributed gender roles: the grandmother knits, the mother washes the window, the girl embroiders, the boy works on the loom, the man

drives the car. Existing elementary school textbooks reinforce gender stereotypes and patriarchal ideas about the role of women and men in society: a man has a dominant role in culture and society. Women's images presented on the pages of educational books are traditional: mother, grandmother working at home or taking care of children, a girl playing with dolls or helping her mother [7].

The authors of the gender analysis of school textbooks of the Academy of Education of Tajikistan came to similar conclusions. They revealed hidden gender discrimination against women: "if an engineer is to be depicted in a textbook, then it will definitely be a man, and if a teacher, then they portray a woman and always wear glasses. If you take a history textbook, then all the characters there are men. Obviously, the heroes were mostly men, but one must also take into account the fact that among them, although few, there were women. Let's take a textbook on literature - now we have a lot of women poets and we need to provide the young reader with more information about their life and work" [3].

Gender asymmetry was also revealed in Russian elementary school textbooks. Conducted by Doctor of Pedagogical Sciences, Associate Professor Rykov S.L. gender analysis 20 primers and alphabets published in 2002-2011. showed that the vast majority of them distorted the roles, status and forms of self-realization of women in society. Images of boys and men are most often associated with the sphere of active leisure, and girls and women - with work in the family. Gender analysis showed that adult female characters are mainly assigned the roles of housewives, mothers, sisters who perform household duties (cleaning, washing, cooking, caring for children), and a limited set of professional roles, among which the role of a teacher prevails. On the contrary, male characters are presented both in family roles (father, brother, head of the family) and in a varied list of professional roles. The author comes to the conclusion that the content of the educational text and illustrations of primers are clearly discriminatory in nature, belittling the contribution of women to world and Russian history and orienting girls towards self-realization in the household sphere of the family [8].

## **CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH.**

Thus, the analysis of school textbooks in different countries shows how, from the first grade, illustrations and examples in textbooks reflect the traditions and cultural norms of society, contributing to the formation of gender stereotypes. Almost everywhere, illustrations in textbooks show the leading positions of men, while the role of women is downplayed, they are often presented as passive, dependent marginal subjects. As shown above, the reason for such a sharp imbalance is gender-unbalanced textbooks and manuals, educational materials, the lack of their gender expertise, which naturally has a negative impact on the process of gender-sensitive socialization of children.

Now a serious analysis of the accumulated experience of gender expertise of primary school textbooks is needed to overcome gender stereotypes in the content, orientation and organization of the learning process. It should include measures to create textbooks that do not discriminate against girls, as well as to create a gender-tolerant environment

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