

A Person of Stereotypes of Masculinity and Femininity Impact on Professionalism: Theoretical-Practical Interpretation

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Abstract:

This article provides a comprehensive exploration of how gender stereotypes, particularly those associated with masculinity and femininity, impact professionalism within various organizational settings. Through a dual lens of theoretical analysis and practical observation, it investigates the nuanced ways in which these stereotypes shape professional identities, influence workplace dynamics, and affect career trajectories. The study delves into the historical origins of these stereotypes and examines their persistence in modern professional environments. It also considers the role of organizational culture in reinforcing or challenging these gendered expectations. Furthermore, the article assesses the implications of these stereotypes for leadership styles, teamwork, and communication within professional contexts. Through a combination of qualitative and quantitative research methods, including case studies and surveys, this study offers insights into the transformative potential of inclusive practices that challenge traditional gender norms. The findings underscore the importance of awareness, education, and policy reforms in fostering professional environments that value diversity and promote equity.

Keywords: gender Stereotypes, professionalism, masculinity, femininity, organizational culture, leadership styles, teamwork dynamics, career advancement inclusive practices, gender norms.

It is known that the formation and development of human personality is influenced by social and cultural events, and in the process of socialization, this person learns the norms, rules and behavioral characteristics of the society in which he exists. Developmental psychologists call the process of assimilation of different behavioral norms of men and women expected from society with the term "differential socialization". According to Shawn Meghan Burn, "...children

confidently identify themselves as male or female as early as 3-5 years old" [4;225]. Thus, the development of personality in any person takes place within one of two directions of gender identification.

B.G. Ananyev notes that "... issues of sexual dimorphism are among the main problems of human sciences, and these studies began in 1960 at St. Petersburg University" [1;205]. B.G. Ananyev - "sexual characters" - includes constitutional, neurodynamic and bilateral characteristics of an individual, as well as initial and (or) primary, individual-typical characteristics. Also, it describes the scientific conclusions about the deep influence of sexual dimorphism on the general somatic and neuropsychic development of a person". In the course of research, it has been proven that the female type of psychophysiological development differs from the male type by earlier maturation and stabilization of the functional level.

Although there is strong evidence for gender differences in modern research, they are not as significant as many people think. Eleanor Emmons Maccoby and Carol Nagy Jacklin in their scientific work entitled "The Psychology of Sex Differences", "the following are the differences between the sexes:

First group: reliably defined gender differences (verbal, mathematical, spatial abilities and aggression);

Second group: unreasonable differences (persuasiveness, self-esteem, analytical ability, motivation to achieve success);

Third group: gender differences that remain an open question (tactile sensitivity, fear and anxiety, competitiveness, tolerance are divided into three groups.

Despite the insignificance of established gender differences, perceptions of the existing differences between the two worlds, that is, the world of "male" and "female", remain stable. The point is that the differences between men and women are the result of upbringing and gender socialization.

Sandra Ruth Lipsitz Bem uses the metaphor of a "gender lens" to reveal the nature of hidden assumptions about sex and gender that are deeply rooted in cultural debates, social institutions, and people's minds. The three main "lenses" of gender noted by S. Bem not only determine the perspective of perception, understanding and review of social reality, but also shape social reality itself [3; 236].

The first "lens" is androcentrism, that is, it is considered as a lens of perception of "masculine experience" as a neutral standard and or norm.

The second is the lens of gender polarization: differences between men and women are so pervasive in society that every aspect of culture and human experience is inextricably linked to gender.

The third "lens" is the lens of biological essentialism, which rationalizes and legitimizes the other lenses and presents them as natural and inevitable consequences of the inherited biological nature of women and men [3 336].

Also, S. Bem, at the end of his research, "Under the influence of the dominant culture in society, a person gradually learns the cultural lens and tries to form his personality in accordance with the learning" [3 256 p.], concluded that.

It is very difficult to change the historically formed sex-role stereotypes, because they are based not only by everyday consciousness, but also by the works of famous psychologists and philosophers, and scientific views are being strengthened [4;440].

Nevertheless, "... the fact that stereotypes about the behavior and personal characteristics of men and women are formed from childhood is hardly proven. Compliance with such stereotypes appears as a person grows up" [; pp. 75-76].

According to Gerard Hendrik Hofstede, "a small part of the differentiation of sex roles is biologically determined, but the stability of sex role patterns is considered entirely the result of the socialization of the individual." "G.H. In Hofstede's strict sense of the word sex role, only behavior related to childbearing (eg pregnancy and childbirth) can refer to either "female" or "male" , writes. Nevertheless, every society recognizes that certain behaviors and (or) patterns of behavior are suitable for women, and others for men" [5; 177].

Also, the scientist said, "a very important part of gender role socialization takes place under the influence of family relationships. Children grow up seeing how adults of different genders (mostly women) fulfill certain roles in the family. At the age of three or five, children begin to understand their gender and look to adults to look like them. Nevertheless, "certain role models are passed not only in the family, but also through the unique values and behavior of each adult family member" [5; 180-181], - believes

In scientific studies, it is emphasized that the qualities of masculinity and femininity appear as dominant sex role patterns in individual behavior in different cultures. G.H. According to Hofstede, "the norm of masculinity is a general value system accepted by the majority of the middle class of society. According to tradition, a man is required to behave assertively and take care of a woman" [5; 327].

In science, the first system of measuring "masculinity and femininity" was proposed in 1936 by the American psychologists Lewis Madison Terman (1877-1956) and Catharine Morris Cox Miles (1890-1984). For this, they developed the questionnaire "Analysis of Attitudes and Interests" and included in its content questions that associate personal qualities, interests, inclinations.

According to the results of the survey, the researchers classified having a loud voice, liking to hunt, childhood disobedience, resistance to physical pain and other similar characteristics as masculine. The qualities of femininity are determined by the presence of positive associations with words such as "directly and (or) opposite", as well as "baby", "nurture" to the above-mentioned qualities. At the end of the study, the answers of the respondents who participated in it corresponded on average to the models of masculinity and femininity proposed by the authors.

According to our theoretical analysis, this problem has been widely studied in scientific psychology. In the 19th century, male and female characteristics were considered strictly mutually exclusive, and any appearance of deviation from the norm was perceived as a pathology and (or) a step (tendency) towards it (for example, an educated woman - described as "blue stocking". Later, the demand for such "strict standardization" gave way to the idea of constancy of male-female characteristics. In addition, in the 1930s and 1960s, psychologists made it possible to measure "masculinity" and "femininity" (masculinity and femininity) in the context of a person's "mental ability (IQ)", "emotion (EQ)", "interest", etc. have developed several special diagnostic methods.

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