

GENDER AND NATIONAL CULTURAL ASPECTS OF THE APPEAL IN ENGLISH AND UZBEK

(Formation of primary gender representations in preschool children in kindergarten conditions)

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Abstract

The article focuses on the gender education of preschool children. We show the experience of pedagogical work to apply gender to the work with children and parents in the kindergarten.

Keywords: gender education; preschool children; teaching methods, relationships, roles, characteristics.

At present, more and more attention is paid to the issue of gender development, aimed at the full realization of the natural abilities of men and women in all areas of life, at the harmonization of their interactions in work, family, and other communities. Gender role relations and gender-related concepts are close but not identical. A person's sex is a feature of anatomical differences and their functions in males and females. Gender is a cultural mask of gender, what society, in general, thinks about men and women, what is taken as a model, as an indicator, as a kind of the norm in men's and women's behavior, in their relationships, roles, characteristics, etc.

Recent studies have shown that the child who more clearly grasps the nuances of modern gender values of men and women in his family, the closest society, and uses them flexibly in different situations, shows androgyny (a psychological characteristic of a person that determines his ability). change the behavior model from the situation) is quickly and adequately socialized. An undifferentiated approach leads to the absence of sex characteristics in children. As a result of psychological and educational research, it has been established that preschool children adopt a gender role. Already at the age of 3, the child begins to understand that it is either a girl or a boy. According to scientists, this age period is the most favorable to start work on the formation of gender attitudes in children.



After studying the research and approach to this problem, we built the following system of work on the formation of primary gender representations in preschool children in kindergarten conditions.

1. Creation of a gender-equitable subject-specific environment in a kindergarten group.
2. Organization of pedagogical work with the parents of the students.
3. The use of all kinds of children's activities to form gender perceptions.
4. Organizing the experience of equal cooperation between boys and girls in joint activities.

The family is still the most important institution for the socialization of preschool children, it plays a major role in the child's personality development. Therefore, we believe that an integral part of gender education work is the involvement of parents in this work, not just participating in it, but making them like-minded people on issues related to children's gender education. We use various forms of parent work for this purpose. For example, a questionnaire (the main objective is to learn about family-raising traditions). After asking the parents, we found that we had not taken up this topic in vain, because it turned out that many parents think that it is still too early for children of this age (3-4 years) to over enlighten gender.

To educate parents, we have prepared several consultations: «Boys and girls – to love differently, to educate differently», «How and what boys and girls play», and «Times change - social priorities change». To increase the competence of parents on the issues of raising children taking into account their gender characteristics, a library was created where literature on this issue is placed. Travel folders are widely used, where popular articles and excerpts from the materials of scientists and practitioners in this field are offered to the attention of parents; various booklets (for example, «So that a man grows out of a son ...») with recommendations and advice to parents on gender education. We organized the work of the mailbox «Ask – we will answer!», where parents can send questions that are difficult to voice for some reason. To increase the emotional acceptance of gender on the part of parents, joint child-parent leisure activities were conducted: «Come on, mothers and sons», «Come on, boys», «One, two, three – look at Dad.» We organize viewing of open classes with a gender theme. We actively involve parents in the design of the group: a «Workshop Corner», and a «Beauty Salon» was created, labels on lockers were decorated (flowers for girls, transport for boys); sports uniforms were acquired (black shorts for boys, red breeches for girls); we have made a gender accent in-game items (dolls girls and boys, bunnies – boys and girls, etc.).



The younger preschool age is the time of the child's entry into preschool childhood, the beginning of a qualitatively new stage in his development. The emergence of one's own independent «I» and the psychological exit from the joint position of «We» with an adult, which forms the basis of the crisis of transition to preschool childhood, changes the child's attitude to everything that surrounds him. The interests of the child at an early age were determined by the world of objects, in the post-crisis period, the world of people occupies a central place in the field of his awareness. He curiously studies adults, and «discovers» for himself in a new capacity as a peer.

The cognition of social reality begins. Human activity and behavior, and most importantly, relationships between people are the objects of close attention, perception, imitation, observation, and awareness on the part of the child. At this time, a transition is made from the initial perception to the stages of aesthetic activity proper. The latter is realized in the active mental empathy of the child with the characters, in transferring the feelings, actions, and thoughts of the characters to them. A characteristic feature of the perception of literature by younger preschoolers is the close dependence of the understanding of a work of art on the direct personal experience of the child. Illustrations play a special role in understanding the text. They perform the role of the initial impulse in the book for the younger preschooler to recreate the characters and events; the imagination of the kid may not be included in the work of the artist's drawings, and the text will not be understood.

Literary facts that coincide with the life ideas of children are easily and correctly realized by them. Facts that contradict experience, do not coincide with it, are often misunderstood. Children sometimes unexpectedly comprehend the most seemingly simple things in their way. Listening to a literary work, children first of all learn easily understood connections when events clearly follow each other and what follows logically follows from the previous one. This plot structure is typical for most fairy tales. When perceiving a literary work, the main character is at the center of the child's attention. Children are interested in his appearance, actions, and deeds. The emotional attitude of children to the heroes is brightly colored. The child is violently rejoicing at the victory of a positive character, the successful outcome of events, and the triumph of good over evil. Acting (mentally) actively together with the characters, children sometimes try to interfere with events (interrupting reading, closing their eyes, slapping pictures of a bad character, etc.). At this age, the emotional attitude of children to the characters is often associated with the text. It is



determined by the limited life experience of children, which does not always make it possible to correctly understand the work.

The preschool period is characterized by the intensive development of the cognitive sphere of the child. L.S. Vygotsky and his colleagues found that each cognitive mental process (perception, memory, thinking) has its logic of development and is transformed by integration into a higher mental function (logical memory, speech thinking), which is arbitrary and indirect. Arbitrariness in the mental sphere is formed faster and easier if the child is interested in the final result of his efforts and understands the techniques and means of cognitive activity.

The basis of cognition for a four-year-old child is sensory cognition - perception and visual thinking. His cognitive abilities and speech development depend on how perception, visual-effective, and visual-imaginative thinking are formed in a preschool child. Cognitive development already in the younger preschool age is determined by three cognitive attitudes. In preschool childhood, the emerging attitude «Why is he (the object) like this?» helps the child to establish first the simplest, and then increasingly complex connections and dependencies.

At the younger preschool age, under the influence of adults, the child learns moral norms and learns to subordinate his actions to ethical standards. Thus, the correct behavior in the team is formed, self-awareness, self-esteem, and self-control appear, and the emotional and volitional sphere and motivation of activity develop. It is proved that girls and boys of preschool age have «different brain strategies», their emotions have a different genetic basis. Boys and girls differ significantly in physical and intellectual development; they have different interests. It is believed that a woman in a girl, as well as a man in a boy, should be formed from the younger preschool age, without separating sex education from general moral education. But in the software and methodological support of preschool educational institutions, the gender characteristics of children are not taken into account, and the topic of gender education among younger preschoolers is not highlighted.

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