World of Science: Journal on Modern Research Methodologies

Volume 1 Issue 2, Year 2022
ISSN: 2835-3072
https://univerpubl.com/index.php/woscience

Nationality and Community in Harmony of Sex and Gender Education of Preschool Children

A. N. Hamdamov
University Of Science And Doctor Of Technologies, Executive Officer

Article Information

Received: October 21, 2022
Accepted: November 20, 2022
Published: December 23, 2022

Keywords: *Gender education, preschool children, sex education of preschool children, nationality and universality in gender education.*

ABSTRACT

In the article, the place and role of sexual education in the theory and practice of the formation of gender equality skills in preschool children, as well as the content and essence of the methods, means and forms of its implementation are revealed.

Introduction:

The implementation of gender equality is one of the most urgent issues on a planetary scale. Today, the desired direction of human development cannot be imagined without a solution to this issue. The implementation of gender equality has its own meaning and nature in each of the countries of the world. In particular, even in Uzbekistan, there are enough problems that cannot be postponed and need to be solved, despite the implementation of many commendable works by the state authorities and the public regarding the implementation of gender equality.

In our recent history, we are aware of the fact that women who are victims of this inequality have committed suicide, committed suicide, and many similar unpleasant situations. Apart from these, domestic violence, torture, and discrimination have become common occurrences of our day. Or, we are also aware of the many inequalities related to the education, employment, and marriage of our daughters. The place and role of employees of education and training institutions in eliminating these problems is insignificant. Based on these, the module "Social pedagogical activity and gender equality education" was included in the curriculum of the University of Science and Technology. Objectives of learning this module:

First, to form an impression of gender in students and to increase their knowledge about "gender" and "gender", to not only know gender relations, gender stereotypes and gender inequality, but also to have the ability to see and feel in the organization where he works in the future, in the neighborhood or village where he lives.

© 2022 by the authors; licensee MDPI, Basel, Switzerland. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution License (http://creativecommons.org/licenses/by/4.0/).

Secondly, during the implementation of the "First Step" program at MTT, students are to develop skills to enrich the content of gender values and gender relations. In the implementation of these tasks, university professors and teachers should first of all explain to students the difference between the concepts of sex and gender, and secondly, during the training, the gender differences and values between teachers should be realized on the basis of biological sex, that gender is social sex, that the basis of this gender is biological sex. the idea that it is necessary should run like a red thread from the beginning to the end of the training.

When explaining sex and gender to students, professors and teachers should provide opportunities for students to analyze and observe themselves, identify existing gender differences, compare them, and provide directions on the methodology of implementing this process.

Analysis and Analysis:

It is an important issue to distinguish sex and gender education in the gender education of preschool children.

Sexual education is carried out on the basis of knowing the characteristics of the child's sexual physiological development, whether the external appearance of the genital system is normal, and which ones are more than normal. Medical personnel are usually engaged in sex education. This education is a broad process, which includes introducing the child to the basics of sexual life, forming hygienic skills, introducing the child to the structure of his body, knowing the uniqueness of male and female organisms, their anatomical and physiological differences. Gender differentiation is a child's recognition and assimilation of their gender identity.

The concept of "gender education" is used by pedagogues. In this case, we take the term "gender" as the basis of pedagogical processes, that we understand the social sex, which includes the mental, social and cultural differences of the individual in the process of education, and that we call the existing characteristics and relations based on this basis, gender relations. A gender approach in education is usually considered an individual approach to the child's self-expression. The gender approach allows children, regardless of their gender, to realize their opportunities, aspirations, life goals, and personal resources in accordance with the principles of equality.

In the implementation of gender education, it is necessary to take into account that the anatomical and physiological peculiarities of girls and boys, their mental differences, and opportunities form the basis. This mental difference is formed under the influence of social factors, social environment, upbringing. As a result, we will not have the opportunity to look at the education of girls and boys not as a phenomenon that is clear from their birth, but as a phenomenon that arises as a result of the complex relationship of natural opportunities and appropriate and specific socialization.

In this process, the role of the family, the pedagogical team of MTTs, the doctor, and the environment surrounding the child is extremely large. This sex and gender education is considered to be the first, independent educational direction that has its own characteristics. Each direction has its own approach, method and tools. Secondly, according to our opinion, they should be carried out in close connection with each other, on the basis of mutual influence. So, in this case, the doctor should have mastered the basics of gender education, and the gender pedagogue should have the qualification of a doctor. It is in this kind of harmony that we will achieve the desired goal.

In addition to the above, there is another important aspect of this sensitive issue. This is the question of the place of the national-cultural point of view, worldview in this educational process. We know that in most Uzbek families, gender and gender-related situations are kept a secret. It is considered a shame to talk about it, to discuss it. For this reason, our boys and girls come into life according to the words and situations they have seen, observed, and heard, and as

© 2022 by the authors; licensee MDPI, Basel, Switzerland. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution License (http://creativecommons.org/licenses/by/4.0/).

a result, in some cases, they face a number of unpleasant problems. However, sexual education, sexual culture, and the culture of sexual relations are considered to be one of the essential grounds of social life.

We looked at this upbringing, which is one of the foundations of a happy human life, with shame. Today, the issue of gender education requires a completely different view, worldview. First, boys and girls are the same child, their gender differences should serve to make human relations between them more meaningful, passionate, and interesting. A girl should be proud of being a girl and live with pride. We must achieve that the happiness of being a mother, the happiness of setting generations in motion, the happiness of being a symbol of the nation, the motherland, will be a defining value in our daughters. They should strive to demonstrate the qualities inherent in these values in all aspects of social life.

Knowing the stereotypes related to the education of girls and boys is of great importance in the organization and implementation of gender education of children.

Of course, at first glance, it seems that gender education in the family begins by itself with the birth of a child. Depending on the gender of the child, clothes, toys are bought, treatment, purpose, etc. are chosen. However, at the same time, the child recognizes his gender when he reaches the age of two, and by the time he reaches the age of 6-7, sexual attachment and gender constancy are formed. They understand that boys become men and girls become women, and in any case, they begin to prepare themselves for girls to become women and boys to become men. Many parents say that a boy will become a boy by himself, and you will not know that our girls have reached the same height.

However, their formation processes are more complicated. It is not for nothing that the proverb says that one child has seven parents. In this case, the unity of the family, MTT, yard, children's comrades is important.

In the process of education, they watch the formation, sometimes why is my daughter growing big instead of being elegant, she is not shy, boy and we come to the conclusion that we are becoming loose, physically weak, and emotionally unstable.

Until recent years, most of our boys were busy preparing lessons, working, and performing various district services. They were on duty when male guests came to the house. Those who saw the sitting and standing of older men, listened to their words. Their interest in life, marriage, profession, reputation increased and they did not even notice how they became boys. Girls are like that. There is not even a single word about gender education.

Today, education of preschool children is associated with a number of complications. The first of these is that they are brought up by their parents, grandmothers, kindergarten teachers, psychologists, and doctors at the polyclinic. This situation has a special influence on the formation of boys. Boys are not able to stand up in difficult situations like young men. Even after marriage, he is seen as a consumer, unable to fulfill the role of breadwinner.

We are unknowingly teaching them gender roles. We are teaching how to be a girl and how to be a boy according to accepted general rules. We forgive the aggressiveness of boys and support their activity. We encourage girls to be cheerful, moody and emotional. Under the guidance of adults, they are growing into girls and boys like adults.

The family environment and its traditions are of great importance in the formation of children as a girl or a boy. Implementation of gender education in the family is carried out according to three directions. The first of these is the nature, content, status and direction of gender relations between parents in the family. Father and mother are the first example and the first educator for a girl or boy who is being brought up in a family. Father and mother are also the creators of the first educational environment in the socialization of the child. A child is by nature an astute

© 2022 by the authors; licensee MDPI, Basel, Switzerland. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution License (http://creativecommons.org/licenses/by/4.0/).

observant receiver and imitator. Therefore, this direction is the main direction of implementation of gender education in the family. The second direction of gender education in the family is the system of education, which begins with the treatment of parents towards children. In this case, the time parents spend on raising children, the character, purpose and means of raising children are important. The place and role of national and universal human values, father's and mother's worldview, their place and roles in society are of particular importance in how fathers and mothers treat girls and boys from the moment they are born.

The third direction includes the relationship between brothers and sisters in the family and the relationship of parents and relatives who often visit the family with grandparents.

Because, since childhood, parents always remind boys that he is a boy, saying: "Wait a minute", "A boy doesn't cry", "You are not a girl, you are afraid". At this age, girls are also scolded saying, "You're not a boy," "Why don't you walk like a girl, not like a bear?"

Even in MTTs, we treat children regardless of their gender. For example, girls' speech develops three months faster than boys, and girls are neater and more organized than boys because their fine motor skills are well developed. That is why girls speak faster than boys, their behavior is collected and tidy. Therefore, gender-sensitive upbringing of children in kindergarten is of great pedagogical significance. In this case, parents, MTT pedagogues should help children to open and find opportunities given by gender.

First of all, gender education in preschools should be focused on ensuring timely formation of gender identity in children. The child should not play with toys that do not belong to his gender, he should not like games. It is necessary to try to avoid by all means the interest in changing one's gender, and let the child desire his own gender even in dreams. It is necessary to teach them to dress and walk in accordance with their gender, to strive to be like boys and girls.

In addition to traditional qualities, girls should be educated to be serious, proactive, proactive, able to protect their own interests, to achieve results, and boys should be educated not only to be masculine, but also to be tolerant, to try to help people, and to be ready to answer in any matter.

Their environment of mutual unity and cooperation gives good results in the formation of gender identity of boys and girls. In this environment, girls and boys talk freely and friendly with each other, play, joke, work, show their individual gender characteristics. Thus, it is necessary to gradually improve the environment of multi-functional, developing subject matter, which is an important factor in the formation of gender identity.

The environment with multifunctional developing objects not only forms various activities (physical, mental, game-related) in children, but also forms the basis of their initial independent activity, taking into account their gender characteristics.

Boys like to play with a noisy and aggressive play. This gives them an emotional uplift. Educators do not always understand this correctly and start reprimanding them, suppressing their high spirits. That's why it is necessary to allocate larger areas and rooms for boys to play in their groups, shouting, running, arguing. The games, interests, and thoughts they choose play a big role in the formation of a boy or a girl into a boy or a girl.

In most cases, children's games are organized based on the principle of cooperation between them, working as a team, and achieving a positive result. The participation of girls in this is very important. Boys want to show that they are brave, agile, dexterous and strong in front of girls.

Girls' games are played in relatively narrower circles. In their games, there is less aggressiveness and more mutual trust, cooperation, and cooperation prevail. It is appropriate that most of the girls' games are played without boys. In girls' games, girls' secrets are also involved.

Based on these situations, pedagogues give girls as an example to boys, and this example and

© 2022 by the authors; licensee MDPI, Basel, Switzerland. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution License (http://creativecommons.org/licenses/by/4.0/).

quality causes conflicts between girls and boys. In this case, the pedagogue should understand that boys do not make noise on purpose, their nature is full of enthusiasm and activity.

Even when girls and boys play in different emotional states, the moral qualities of their games do not differ from each other. But the girl is the girl. Moral qualities such as shyness, shyness, self-restraint are formed in them earlier. In addition, the mental development of girls is higher than that of boys, while the physical development of boys is faster than that of girls. That is why girls are more advanced than boys in studies and creativity. Boys have an advantage over girls in physical education, work and similar activities. That is why it is necessary to organize educational work in such a way that boys have their own fields of activity, and girls have their own fields of activity.

According to observations, boys' self-esteem is more moderate than that of girls. In addition, girls are very sensitive to the opinions, comments, and attitudes expressed about them. When giving a grade to boys, it is necessary to be very precise and demonstrative and proof.

Summary:

In general, these conditions have a very serious importance in the education of children. Assessments given to children in the process of upbringing, biased awarding of prizes in contests, unfair selection of roles in games, etc., cause the formation of a biased view in children from kindergarten age that cannot be corrected for a lifetime. The effectiveness of our anti-corruption efforts cannot be considered high. Because children grow up among those injustices from kindergarten, school, college, and higher education. It should not be forgotten that the axis of these views starts from the kindergarten age.

In conclusion, sexual and gender equality education are processes that require each other. In doing so, we must give serious importance to two principles. First of all, we need to develop the methods, tools and forms of sex education for children of preschool age. Secondly, based on the development of each of them, we should achieve the harmony of the skills of sex education and gender equality in preschool children.

References:

1. Law of the Republic of Uzbekistan "On Preschool Education and Training". T. 2019
2. Shavkat Mirziyoev "New Uzbekistan Strategy" T. 2021
3. State curriculum of "Ilk Kadam" preschool educational institution T. 2018
4. T.K. Narbaeva, T.M. Egamberdieva. Prevention of violence against women and children T. 2021
5. R. Ismailova, G. Tleuova. Organization of preventive work with persons who feed women and girls and commit violence against them T. 2021
6. Semya kak social institute. Gender and society I. 2001

© 2022 by the authors; licensee MDPI, Basel, Switzerland. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution License (http://creativecommons.org/licenses/by/4.0/).