

The Problem Of Gender Orientation Of Children's Education Process: Analytical Review

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Abstract: Login Information/Payment. All children absorb educational information differently based on their gender differences. The main reason for this is that children's thinking strategy, type of attention and memory, as well as information acquisition mechanisms are related to gender differences. Preparation of didactic assignments taking into account the gender aspects of children during the lesson, that is, the gender orientation of the lesson process ensures that the individual lateration profiles of the teacher and children are compatible and that children understand and assimilate educational information. For this, teachers should have knowledge and skills to diagnose the peculiarities of the organization of children's brain activity and, based on the results, to ensure the gender orientation of the lesson. Improving the professional competence of teachers in this direction by studying international best practices in the field of didactics will help raise the national education system of Uzbekistan to a higher level.

Methods. The diagnostic method "Style of Learning and Thinking, SOLAT" created by Ellis Paul Torrance and C.R.Reynolds, T.Riegel, O.E.Ball was used to determine the leading hemisphere, thinking strategy and information acquisition mechanisms of children. Quality indicators of children's learning of subjects were determined using the "Study of educational materials" method.

Results. Through the gender orientation of education in general secondary schools, individual lateration profiles of children and teachers were matched, and the formation of knowledge and creative activity in children was ensured. In addition, individual and group psychological-pedagogical correctional activities with children who have difficulties in socialization due to the imbalance between gender and biological sexes have been organized in schools.

Conclusions. In order to gender-oriented education in general secondary schools, it is necessary for the teacher to determine in what strategy it is appropriate to start referring educational information - deductive or inductive, logical thinking or associative-imagery and so on. For this, the teacher is required to determine the neuropedagogical terrain of the study group and take this information into account when preparing didactic materials, formative assessment of children and establish "feedback" with them. Fulfillment of these conditions ensures that children fully understand the information in the lesson and effectively absorb knowledge.

Keywords: gender orientation, "synthesized lesson", social sex, biological sex, individual lateration profile, didactic materials, thinking strategy, "feedback".

INTRODUCTION

In the educational system of our republic, one of the main problems facing the educational system today is a deep and detailed research and wide implementation of the issue of increasing the effectiveness of the educational activities of children. The Law of the Republic of Uzbekistan "On Guarantees of Equal Rights and Opportunities for Women and Men", adopted on August 17, 2019, reflects the guarantees of equal rights and opportunities for women and men in the field of education, science and culture. To introduce modern educational programs and methods to the processes of teaching and upbringing in educational institutions, to create conditions for the all-round development of learners, and to improve the professional competence of pedagogues and specialists for the implementation of these tasks, to study international best practices in the field of didactics, and to bring the national education system to a new, higher level. it is necessary to raise [Mirziyoev, 2017].

At the current stage of development of science, the formation of the need for education in children requires pedagogues to go deeper into the solution of this problem and to introduce new approaches to practice. Therefore, one of the strategic issues facing the continuous education system at the moment is the formation of a new education and the improvement of the quality of education. For this, it is required to enrich the teaching methodology based on the organization of the educational process taking into account the mechanisms of the learner's assimilation of educational information, his unique features.

MATERIALS AND METHODS

One of the didactic problems that must be solved in the organization of the educational process in general secondary schools is the provision of homogeneous education to children. In many cases, children receive information differently. That is, boys and girls do not understand information in the same way. This, in turn, requires solving a certain level of complex issues in the process of teaching children.

Many aspects of the development of a child's personality have been scientifically researched. However, the implementation of the system of innovative forms, methods, methods and means of increasing the effectiveness of teaching children in schools remains a pedagogical problem to some extent. In order to overcome this problem, it is necessary to direct the process of education and upbringing of children in secondary schools to take into account their gender characteristics, individual and typological characteristics. Otherwise, the information provided by the teacher will not be understandable for all children.

Over the years, the problem of focusing education on the personality of the child has been scientifically researched by a number of scientists [Sorokina i dr., 2013; Gulakova and dr., 2013; Panfilova, 2009; Tarasova and dr., 2015; Novikova and dr., 2016].

In most scientific research, it is proposed to use active and interactive methods and role-playing games in order to direct the educational process to the child's personality. These methods are considered as a means of increasing cognitive activity by forming interest in learning in the child. However, in focusing education on the child's personality, the child's individuality and gender characteristics are not paid enough attention.

In recent years, scientific work has been carried out in the field of cognitive neuroscience to improve the effectiveness of education (Kandel, 2006; Gazzaniga, 2009). Scientific studies show that the teacher should be able to determine the gender characteristics, individual and typological characteristics of children in the process of education and organize the lesson based on these characteristics. This balance helps to establish an active dialogue between the teacher and the child, to form a mutual

understanding between them. In neuropedagogy, such a situation is called "mutual matching of the individual lateration profiles of the teacher and the child" [Sirotyuk, 2006].

We believe that the term "child's individuality" should also mean the social gender of the child. It is known that children are not of the same sex. They are divided into boys and girls in terms of biological sex. From the point of view of gender difference, i.e. "social sex", feminine - "psychic processes are carried out in a manner suitable for men" or masculine - "psychic processes are carried out in a manner suitable for women". However, children's biological and social sexes may not always match. It has been determined by scientific research that this imbalance causes a number of problems in children's school adaptation [Eremeeva i dr, 2002.]

Adaptation of children to school conditions and its social environment is different for all children, but it is a complex process for all of them. During this period, the child's inner life is often associated with difficult experiences, internal contradictions, conflicts and overcoming difficulties not encountered before [Vygotsky, 1984: 247-253]. Putting a number of tasks before the child that require physical and intellectual stress, which are not related to previous experiences, causes emotional stress in their psyche [Wenger and Dr., 2007; Danilova, 1996; Mukhina, 1999]. Therefore, the issue of school adaptation of children can be included in the category of important life situations.

Most of the children (30.1%) concentrate their attention on the educational task during the lesson and do not get distracted from it, perform difficult tasks for a relatively long time, control their behavior in usual and unusual situations, quickly direct their abilities to complete a new task when they fail (mobilization) have difficulty in such cases. This is reflected in depression, depression, impatience, negative social relations with peers and adults [Gagay i dr., 2013: 38-39].

Therefore, teachers should have a clear idea about the individual characteristics of children and their gender characteristics when organizing the educational process at school, and use this information correctly in organizing the educational process [Eremeeva i dr., 2001].

A.T. Kuzmina suggests synthesizing different methods that activate each of the cerebral hemispheres of the learners at different stages of the lesson to increase the effectiveness of the children's cognitive process. In the course of the lesson, creative, scientific, heuristic tasks can be given not only to children who are right-hemisphere leaders, but also to children who are left-hemisphere leaders. This approach creates an opportunity for children to test their knowledge and abilities [Kuzmina, 2014].

A.L.Sirotyuk proposes to organize the educational process based on the individual characteristics of children, to present educational information in different lateralities, to form mutual cooperation of children's thinking with different lateralities, and to differentiate tasks at the individual level. Fulfillment of these conditions can increase the efficiency of understanding and assimilation of information by students up to 30% [Sirotyuk, 2003].

T.V. Akhutina and E.V. Zolotareva recommend the use of vivid illustrative examples, associations, impressive speech and musical rhythms in the presentation of educational information. Because in a good mood, the work efficiency of the human brain increases significantly [Akhutina, Zolotareva, 1997].

The complex nature of educational practice indicates the need to conduct research between disciplines for the formation of complex knowledge about the relatively important results of the educational process, that is, knowledge, complex mental skills, competences, creativity, creativity, decision-making abilities in situations where the outcome is unknown, etc. [Kostromina , 2019].

The results of scientific research conducted in the field of neuropedagogy in recent years have shown that the individual orientation of the teaching process significantly increases the development of motivational, cognitive, emotional-volitional and individual spheres of the child's personality, as well as the effectiveness of the quality of education [Klemantovich and dr., 2016].

Tsvetkov A.V. suggests choosing a relatively effective program of generalization of concrete technologies of various teaching systems for each concrete child or educational group for teachers with different levels and training [Tsvetkov, 2017: 54].

The didactic conditions for the successful use of neuropedagogical technologies in the course of the lesson include the organization and management of neurodidactic competence, effective mental activities of the participants of the technological process.

M.Kh.Malsagova, A.A.Malsagov and P.V.Ivanovla recommend the following algorithm for organizing neurodidactic technology:

- Identifying the problem associated with training in brain activity;
- goal setting;
- study of available resources;
- identification of agents of procedural activity;
- development of technology introduction stages;
- predicting the results;
- justification of existing risks [Malsagova i dr., 2021: 66.].

Such technologies consist of the following structural components reflected in the context of brain development and thinking activity: conceptual basis, content (the purpose of the lesson, tasks, ideas, the content of the educational material) and procedural (the organization of the educational process, methods, forms, tools, interaction between the teacher and the child cooperation, educational process diagnosis and activity result).

It is proposed to use the "Synthesized lesson" method in gender orientation of the teaching process in general secondary education schools. For this, the teacher performs the following tasks:

1. Tasks performed during the preparation for the lesson:
 - the teacher should analyze his activity, plan rationally, and then clearly determine the course of the lesson;
 - introducing children to tasks related to the subject of the lesson in advance;
 - preparation of texts based on different thinking strategies and preferred representational systems for training;
 - selection of educational materials, tasks and tasks with visual and technical schemes, taking into account the individuality of the subjects of the pedagogical process in the lesson;
 - to determine the learning indicators of children in the class by means of diagnostic methods.
2. Tasks performed during the lesson:
 - gradually referring texts to a group of children based on different thinking strategies and preferred representational systems. In this, first of all, to take into account which thinking strategy is leading for most children;
 - control of children's reception of information, performance of tasks and tasks by means of "feedback";
 - focus on activating at least two representative systems of children during the lesson;
 - implementation of neuropedagogical cooperation by dividing children with different laterality into small groups and giving them mixed tasks in order to strengthen the learned subject.
3. Tasks completed at the end of the lesson:
 - the children themselves conclude and interpret the information acquired through formative assessment;
 - generalization of children's conclusions by the teacher.

The following conditions were determined when determining the levels of children's mastery of educational materials:

- transparency of educational goals;
- achieving the set goals in cooperation between the teacher and the children;
- relying on children's conscious acceptance of educational information;

- continuous assessment of children's opinions and answers;
- focus more on children who have not mastered enough information, re-referencing the concepts and patterns they struggle with based on leading thinking strategies and preferred modalities.

It was found that the fulfillment of these conditions helps children to absorb knowledge as fully as possible.

RESULTS AND DISCUSSION

The gender orientation of education can be effectively used to create an innovative educational environment in general secondary schools - to create its integrative theoretical base, common methodology, and specific diagnostic and correctional technologies. For this, the teacher should have information about children's biological sex and gender differences, as well as their individual and typological capabilities, that is, the leading hemisphere, the preferred representative system, the type of individual lateration profile. Based on this information, it is appropriate to choose teaching methods and modify these methods. Because seeing and communicating with children almost every day is not enough to know and understand them well.

In the process of preparing for each lesson, the teacher takes into account the different characteristics of children, gives them new information and controls the learning process, establishes "feedback", prepares didactic handouts and assignments, and strengthens their knowledge on the subject.

We believe that it is appropriate to determine the individual and gender characteristics of children in the following way:

- determination of children's thinking strategies and preferred representative systems by means of neuropedagogical diagnostic methods. [Sirotyuk, 2003];
- step-by-step detailing of tasks aimed at achieving the goal, taking into account "feedback" with children. For example, determining the purpose of training for children with a right hemisphere leadership is an important factor for the formation of self-awareness motivation in them;
- modeling the process of assimilation of information by children, predicting the possible problematic situation in advance. It is known that every child has different indicators such as speed of thinking, concentration, memory size and type. The teacher should take into account this difference in the process of assimilation of information by children.
- the use of vivid visual-image examples, associations, impressive speech and musical rhythms in the presentation of information. Inspiration actively forms interest in learning in children. In a good mood, the work efficiency of the human brain increases significantly [Akhutina, Zolotareva, 1997].
- control the reception of information from the point of view of individual capabilities and gender characteristics of children in the process of using educational technology;
- taking into account whether children's thinking strategies are different - inductive or deductive, logical sequence or abstract-figurative. In the process of preparing for the lesson and passing the lesson, taking into account these different aspects of the children's thinking, referencing educational information;
- activation of children's preferred representative systems (V, A, K, D) when referencing educational information and giving individual educational tasks [Gulyamov and etc., 2021].

CONCLUSION

In order to effectively organize educational activities, it is necessary to take into account the individual and typological capabilities of children, as well as gender differences. The gender orientation of the lessons allows the educational process to be directed to the child's

individuality and, at the same time, to his personality.

In order to ensure the gender orientation of education, it is recommended to rely on the following three important situations when planning, organizing the lesson process and preparing didactic materials:

- the processes of knowing, understanding and thinking of girls and boys are different in most cases;
- girls and boys often have different processes of thinking, attention and memory;
- providing joint education of girls and boys, taking into account gender differences.

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