

GENDER EDUCATION AS A FACTOR OF EFFICIENCY

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ABSTRACT

Education is the main factor in the human ability development. To reveal all schoolchildren possible abilities there is a need to change the education content and form. For this purpose, specialized and creative schools have been opened. This article raises the gender education issue as a factor in improving the education quality and level. In this case, it is necessary to take into account the psychological and physiological development of schoolchildren, boys and girls

Key words: *gender, potential, system, change, approach, physiological growth, mental world, shame, attraction, attention, recognition.*

Аннотация: Таълим инсон салоҳиятини ривожлантиришнинг асосий омилidir. Инсонга инъом этилган мавжуд имкониятларни тўлиқлигича рўёбга чиқариш таълим тизимида маълум ўзгартиришлар киритишни тақозо этади. Ихтисослатилган ва ижод мактаблари шу мақсадда ташкил этилган. Ушбу мақола таълимни гендер ёндашув асосида ташкил этиш масаласига бағишланган. Ўғил ва қиз болаларнинг рухий-физиологик ривожланишларини эътиборга олган ҳолда маълум фанлардан алоҳида ўқитиш имкониятлари ёритилган.

Калит сўзлар: гендер, салоҳият, тизим, ўзгариш, ёндашув, физиологик ўсиш, рухий олам, уят, торғиниш, эътибор, эътироф

Гендерное образование – как фактор повышение качества.

РЕЗЮМЕ: Образование является основным фактором развитие человеческой способности. Раскрыть всевозможных способностей школьников есть необходимость изменить содержание и форму образования. С этой целью открылись специализированные и творческие школы. В данной статье поднимается вопрос гендерное образование как фактор повышение качества и уровня образования. При этом необходимо учесть психолого-физиологического развитие школьников мальчиков и девочек.

Ключевые слова: пол, потенциал, система, изменение, подход, физиологический рост, ментальный мир, стыд, влечение, внимание, признание.

Gender education as a factor of quality improving

The human potential development, the logical thinking process acceleration is one of the most pressing issues facing the education system today. For this purpose, specialized schools, creative schools and Presidential schools are being established on a large scale in our country. The main criterion is the students inclination to these schools and the knowledge level in this area, students are selected through exams. Finding these gifted children will help them develop their existing potential properly.

The need to take into account the psychological and physiological features of human potential for the human potential development and the full realization of its potential is on the agenda, the effective use and proper direction which should be one of the main virtues for today's didactics.

During school, boys and girls develop differently, mentally, and physiologically. Taking into account this change and specificity will have a positive impact on the education effectiveness, as well as provide a basis for the full expression of both sexes¹.

¹ Child health and development: express control at school and at home. — М.: « Аркти », 2005

Initially, boys and girls from kindergarten play different games, think differently. At school, the requirements are the same.

Taking into account the different mental and physiological development of boys and girls, we consider it expedient to implement gender education on the basis of advanced foreign experience.

The memory of our childhood and school years and the scientific literature analysis can serve as a basis for identifying the following differences between boys and girls.

Boys:

- both parents and scholars are well aware that young boys are mentally and physically 2-3 years behind their peers: their left hemispheres grow more slowly. Therefore, the education system in schools is geared towards girls. It's a shame and embarrassment to be laughed at when you answer at the "board". In this way the complex of the unfortunate person develops and aggression against his peers and adults arises;
- striving for various dangers, testing the will and spirit, wanting to be first, being a hero, making independent decisions - these are inherent in the nature of boys. How can real men be prepared if they are forced to repeat ready-made decisions and sit quietly?
- boys strive to find knowledge on their own. Instead of trying to do the task step by step, they try to think and do it themselves; they want to take the rule out of the teacher's words themselves. Therefore, each task is a whole adventure. Their understanding becomes more logical, figurative, and emotional. The boy likes problems of a problematic nature and is one of the first to actively seek solutions to them;
- Boys use their leadership qualities in their classes;
- In the absence of girls, boys are not ashamed to express their opinions, even if their opinions contradict generally accepted opinions.
- while constant noise and noises are normal, boys are less prone to aggression in such classes.
- When there is a girl, every boy tries to show himself. In this case, however, everyone is equal and the child's self-expression movement can be focused on developing leadership qualities.
- boys know their worth and behave accordingly. If a new child joins the boys' class, no matter what it was like before, the boys themselves will quickly re-educate him.
- there is no point in arguing in vain with a teacher after no one has been found to show the boys the elevator in separate classes.

Girls:

- girls are shy in communication and diligent in learning. For them, the details and the process itself are important. Although they are well versed in standard tasks, they can easily solve a given algorithm, as well as manage to complete more tasks, they are shy of boys, and sometimes in such situations the classroom feels like an empty room;
- in the absence of boys, girls feel more free and comfortable, do not hesitate to raise their hands in response, are not afraid to make mistakes, gladly help each other, and are not afraid of being ridiculed;
- girls are advocates of solving tasks in a "collective" form;
- the girls immediately share roles with each other, consult a lot with each other, and find solutions together. In individual assignments, they act hesitantly, even if they know the correct answer;
- girls need to be praised despite their mistakes, otherwise they may wrap themselves in their shells and be afraid to respond the next time. Boys don't understand this approach.

- In separate classes, girls communicate more easily;

Generality:

- in gender classes, boys and girls receive separate education, but upbringing is mixed - only separately during classes. For the rest of the time: during leisure, during physical education, in the kitchen, on excursions, and at extracurricular activities, children communicate with each other.

- observations by psychologists, field staff, and personal observations suggest that if there are members of the opposite sex among students, any boy or girl, even unconsciously, will try to make an impression on each other and be distracted from class, attention concentration will decrease.

- in separate classes, children are in good health and self-improvement is determined by pediatricians (boys do not bend, children are less prone to disease).

- in mixed classes, children lose weight in the first six months - this is the excitement (stress) and adaptation result. This does not happen in individual classes.

- the number of excellent students in individual classes increased significantly

Well-known Russian scientist V.F. Bazarnyi described this situation as follows: «Things that girls and boys are interested in will be different. I read them the same story, but if girls are influenced by different images, imaginations, emotions, it will be completely different in boys. The teacher cannot be equally interested in mixed classes, so he has to force and oppress. He takes punishment as a management tool with obedience, discipline, and two assessments to keep him in control. Unfortunately, all schools are built on this principle. While the students percentage who excelled before special education was about 3 percent, the rate of excellent grades mastery after the special education start increased by 8-10 times.²» (the quality of education for girls is 74% and the quality for boys is 67%). For the same reasons, gender classes are organized where children learn the same curriculum. However, practice shows that children learn more effectively through separate teaching.

It can be said that the students segregation in certain subjects, the classes genderization, along with improving the education quality, allows the younger generation to grow up physically healthy, spiritually mature, to fully demonstrate their capabilities and abilities. After all, the human potential development, the recognition of each student uniqueness and the conditions creation conducive to his full self-expression is an urgent task for the education system.

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² Child health and development: express control at school and at home. — M.: « Arkti », 2005