

ANALYSIS OF THE CONCEPTS OF
«EDUCATION» AND «GENDER EDUCATION»

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Abstract: *Education is one of the leading concepts in pedagogy. In the course of the historical development of society and pedagogy, various approaches to the explanation of this category have been determined.*

Keywords: *education, ethical, moral, legal norms, techniques, theory, social sense.*

A person's personality is formed and develops as a result of the influence of numerous factors, objective and subjective, natural and social, external and internal, dependent and independent of the consciousness and will of people acting spontaneously or according to certain goals. At the same time, the person himself is not defined as a passive being. He acts as a subject of his formation and development. First of all, there is a distinction between education in a broad and a narrow sense. In a broad social sense, education is the transfer of accumulated experience from older generations to younger ones. Experience is understood as knowledge, skills, ways of thinking known to people, and ethical, moral, and legal norms – in a word, everything created in the process of the historical development of the spiritual heritage of mankind. In a narrow social sense, education is understood as a directed influence on a person by public institutions to form certain views, knowledge and beliefs, moral values, political orientation, and preparation for life. In a broad pedagogical sense, education is a specially organized, purposeful, and controlling influence of the collective, educators on the educated to form the specified qualities in him, carried out in educational organizations and covering the entire educational process.

In a narrow pedagogical sense, education is the process and result of educational work aimed at solving specific educational tasks [1]. In pedagogy, as in other social sciences, the concept of «education» is often used to denote the components of an integral educational process. One of the eternal problems of pedagogy has always been to maximize the effectiveness of deliberate, purposeful educational influences on a person. Society has the opportunity to plan and anticipate certain changes in the social environment in advance and thereby create favorable opportunities for solving this problem.

Purposeful management of the process of personal development provides scientifically organized education or specially organized educational work. Where there is education, i.e. the driving forces of development, age, and individual

characteristics of children are taken into account, all possible positive influences of the natural and social environment are used, and, on the other hand, adverse environmental influences are weakened, coherence and unity of all social institutions are achieved, the child can self-education earlier.

Modern scientific ideas about education have developed as a result of a long confrontation of several pedagogical ideas. During the Middle Ages, the theory of authoritarian education was formed, which continues to exist in various forms at present. One of the brightest representatives of this theory was the German teacher I.F. Herbart, who reduced education to the management of children. The purpose of this management is to suppress the wild frolic of the child, «Which throws him from side to side,» the management of the child determines his behavior at the moment and maintains external order. Herbart considered supervision of children, orders, and prohibitions to be management techniques. As an expression of protest against authoritarian education, the theory of free education, put forward by J. J. Rousseau, arises. He and his followers urged him to respect the growing person in the child, not to constrain, but to stimulate his natural development in every possible way during upbringing. This theory has also found its followers in various countries of the world as a theory of spontaneity and spontaneity in education. She had a certain influence on domestic pedagogy [2]. Teachers of the first post-revolutionary years, proceeding from the requirements of the new, socialist, school, tried to reveal the concept of the process of education in a new way. So, P.P. Blonsky believed that education is a deliberate, organized, long-term impact on the development of a given organism and that any living being can be the object of such an impact - a person, an animal, or a plant.

A. P. Pinkevich interpreted education as a deliberately planned influence of one person (some people) on another (others) to develop biologically or socially useful natural properties of a person. The social essence of education has not been revealed on a truly scientific basis in this definition either. Characterizing education only as an impact, P.P. Blonsky and A. P. Pinkevich have not yet considered it as a two-way process in which educators and students actively interact, as the organization of the life and activities of pupils, their accumulation of social experience. The child in these concepts acted primarily as an object of education. Later, teachers came to define the essence of education as a social phenomenon. The problem of gender education of future men and women with an emphasis on the performance of specific social functions due to their gender identity was actively discussed by teachers from the beginning of the twentieth century until the 1930s. However, the ideas of «Gender» pedagogy soon became more widespread. During this period, very little attention was paid to the issues of sexual education of children and taking into account their psychophysiological characteristics in the educational process.

The reason was that, firstly, separate training was far from fully justified. Secondly, this system has not been fully brought to the high level of quality of secondary and incomplete secondary general education, which was originally conceived and envisaged. And, thirdly, the population as a whole was not interested in maintaining separate education, which reminded the older generation of the mid-twentieth century of pre-revolutionary Russian gymnasiums. In addition, the financial provision of a separate system turned out to be difficult for the state. According to the Federal State requirements for the structure of the basic general education program of preschool education, it provides for solving the problems of development, upbringing, and training of preschoolers with a gender approach [3]. The preschool institution and parents are faced with the task of moving from «Gender» pedagogy to the formation of a gender-appropriate behavior model in younger preschoolers, the principles of masculinity and femininity, to promote a favorable course of the process of gender education.

Based on numerous studies, scientists have come to the conclusion that it is currently impossible to focus only on biological gender, and have introduced the use of the interdisciplinary term «Gender» (Eng.–gender), which denotes social gender, gender as a product of culture. As a result, we have the opportunity to consider the issues of educating girls and boys not as a given from birth, but as a phenomenon developed as a result of the complex interaction of natural inclinations and appropriate socialization, as well as taking into account the individual characteristics of each particular child [4]. The introduction of the term «gender» is associated with the name of R. Stoller N.I. Abubakirova solves the problem of breeding the concepts of «gender» with the help of linguistic analysis: «gender» means a certain social relationship, not biological gender. Using the concept of «Gender», the researcher tries to get away from the biological characteristics of gender and point out that there are male and female social roles, the successful mastery of which will ensure a «Harmonious» entry into society. N.I. Abubakirova believes that the concept of «Gender» emphasizes the socio-cultural origin of differences between men and women. Thus, gender is the socio-psychological gender of a person, the totality of his psychological characteristics and features of social behavior, manifested in communication and interaction.

It is commonly believed that gender consists of three components:

- emotional or gender identity (I feel like a man/woman);
- behavioral or gender roles and behavior specifics (I behave like a man/woman)
- cognitive or gender identity (I know that I am a man/woman) [5].

In psychology, gender characteristics mean distinctive features of the male and female sex.

Gender education of younger preschoolers is a complex, multifaceted process. It is carried out in the process of moral education of children. According to the generally

accepted principles of preschool pedagogy, moral education is «a purposeful process of introducing children to the moral values of humanity and a particular society» [1].

Gender education is a continuous process of forming a positive gender identity, qualitative and quantitative transformations of the feminine and masculine characteristics of a child's personality, the development of ways of behavior by gender, emotional and values attitude to one's gender, and interaction with people of different sexes.

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