



"Gender Characteristics in the Ethic Education of Schoolchildren"

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Annotation: *This article gives actual tasks and types of gender features in ethic education and development in the education of schoolchildren. Also the transition to a gender approach in the upbringing and education of schoolchildren focused on the individual inclinations and abilities of pupils.*

Keywords: *gender socialization, gender role, gender relations, gender identity, artistic and aesthetic development.*

INTRODUCTION

In the modern world, there is a trend: the boundaries of the behavior of men and women are becoming blurred. Women have become more aggressive, tougher. Men, on the contrary, are shy and fearful. This behavior originates from childhood, when the child goes through the stage of gender socialization. The problem of gender socialization, which includes the formation of the child's social gender is one of the most important and urgent problems of education. Without its solution, it is impossible to develop methods of differentiated approach to raising children of different sexes in order to form in them the foundations of such qualities as masculinity and femininity, which they need for the successful fulfillment of their duties in the family and society in the future.

Appeal to the gender aspect in education is associated with a decrease in the level of psychological health of boys and girls, a decrease or loss of a sense of gender, the acquisition of forms of behavior that are unusual for boys or girls. The acceptance of gender roles occurs during childhood. Ensuring a gender approach in the socialization of schoolchildren is one of the most important tasks for the development of children. The purpose of this approach is to educate boys and girls who are equally capable of self-realization. Work on gender education is aimed at mastering by children the elements of culture in the field of gender relations, their grasping the role of male and female in society, family, which allows them to form a model of behavior adequate to the sex. The transition to a gender approach in the upbringing and education of schoolchildren is focused on the individual inclinations and abilities of pupil.

Gender Education Glossary

The concept of "sex" implies properties, the totality of which distinguishes representatives of different sexes biologically.

The concept of "gender" refers the social gender of a person, substantiated in the process of forming a personality including psychological, social and cultural differences between men and women.

Gender approach in raising children

This is such a tactic in education, which takes into account the individual characteristics of the child, as well as the characteristics of his or her gender, as a result of which the child creates harmonious ideas about the psychological, moral, social qualities, cultural relationships between boys and girls.

Gender education is a purposeful process of pedagogical support for the life of children, which consists in facilitating the accumulation of social experience, the fulfillment of gender roles, and awareness of thyself as a representative of a certain gender on the standpoint of spiritual and moral values.

Gender Identity

The child's awareness of the fact that there are two sexes, and the child's assignment of himself to one of them - defining himself as a boy or a girl. The success of the process of forming gender identity depends on how active the child is in communicating and structuring his own experience of forming ideas about gender and gender roles.

If a modern school really wants to provide the young generation with a new quality of education, it should correspond to the needs of the time and build a fundamentally different functional model of its activities, while ensuring a gender approach in teaching children. The need for a full cycle of education at school is due, first of all, to new requirements for a person's education, which is determined not only by special (subject) knowledge, but by his versatile development as a person oriented in the traditions of domestic and world culture, in the modern system of values, capable of active social adaptation in society and independent life choice for self-education and self-improvement. Therefore, the educational process should be directed not only to the transfer of certain knowledge, skills and abilities, but also at the diverse development of the child, the disclosure of his creative abilities and skills.

According to the requirements for the structure of the main general education program, teachers will have to reorient themselves to work with children in the developed mode, which implies an individual-personal approach to solving various kinds of issues, including the problem of artistic and ethic development.

One of the significant aspects of individuality, which determines the streaks of the child and the direction of his personal development from the moment of their birth, is gender, which serves as the basis for the child to comprehend their Self and uniqueness. It determines the features of all external influences that affect the personality, all the abilities that are acquired by the individual in the process of their development as well as the specifics of activity.

The essence of gender socialization is the comprehension by a person of the experience of life as a representative of one of the genders as well as their implementation in practice. The process of gender socialization begins with the birth of a child and is carried out in accordance with traditional gender stereotypes that influence the nature of social influences on girls and boys and thus sets a specific direction for their personal development.

The artistic and ethic education begins from the birth of a child. Parents and other adults treat girls and boys differently, presenting different requirements and expectations for them, focusing on different types of activities and the development of different personal qualities, and as a result, they acquire different life experiences. Toys and games for boys are more stimulating for the development of independence, stamina, self-control, ingenuity and exploratory problem solving, as well as visuo-spatial coordination, combinatorial abilities and sequential activity. On the contrary, girls are more patronized, encouraged to be careful, accustomed to sympathy, accuracy, attracted to care for other people. These different experiences in playing and problem solving have an impact on children's cognitive and personal development.

The consequences of gender socialization reveal themselves quite early and by the end of childhood become fairly stable at assets of the child's personality. In other words, the nature of social influences determines specific points of the intellectual and personal development of girls and boys, in connection with which their artistic and aesthetic development is characterized in different ways.

Considering the comparison between girls and boys in drawing, various features can be noted. Boys master the art world as a whole, and girls, first of all, are interested in concreteness and details. Different mechanisms work here: for boys, this process occurs at the level of semantic formations,

for girls, the level of perception is switched on, allowing them to see the beauty of the world in detail.

Considering and analyzing children's drawings, the features of the works of boys and girls are noted. It is possible to distribute these features according to certain creative indicators, noticing that girls and boys have problems in creating graphics or painting.

Features of girls: they choose the topic and plot more confidently. More often they draw flowers, trees, butterflies, animals, people, fairy tale characters. Great importance is attached to the detailing of the drawing, embellishment, drawing details, and the technique of drawing. They use the whole range of colors, trying to get new colors, prefer bright juicy shades. As a result, the entire sheet is filled with color. Building a composition, they often create multi-subject and multi-object works, observe proportions. Girls are faster and more confident in their actions, they complete the work on their own. But some problems arise, as the girls expand the topic too broadly, coming up with a big plot. Girls also have excessive detailing "shrinking".

Features of boys: they find it difficult, doubt in the choice of topic. They come up with unusual stories: the underwater world, the city of the future, palaces. They like to depict technology, architectural structures, and space objects. More often in the works, the detailing of the drawing is manifested by the image of large objects. At the same time, the lines are clear, straight, thick. Boys are limited to a few colors. Fill the sheet with color partially or with color spots. They prefer low-objective compositions. They are exactly not oriented on a sheet of paper. In work, the guys are slow, unsure. Creating a plot, the boys inconsistently perform a pictorial composition. Often unfinished work is considered already completed.

In order to improve artistic and ethic development, it is proposed to place a boy with a girl side by side in the classroom. It allows the boys to look at how the girls work, use different techniques, expand the color palette and create multi-subject drawings. There is nothing dangerous about a child looking at the work of other children and still won't be able to repeat them, since the manner of drawing, the sense of color and harmony are different for everyone. Great attention must be paid to individual verbal assistance to children. With the boys, discuss the composition of the drawing, discuss the color palette, and at the final stage, offer to consider the detailing of objects. Discuss the plot, the number of objects, the nature of the detailing with the girls.

Analyzing the work on the principle "Everyone has the right to make a mistake." It is necessary to convey to the child the understanding that only those who do nothing do not make mistakes. The child must realize this, because the fear of error or failure is one of the main obstacles in any work. In each drawing of a child there is something unusual, interesting, and this must be highlighted and noted.

Artistic creativity has a great emotional potential, and the power of emotional impact is a way of penetrating into the children's consciousness and means shaping not only the aesthetic qualities of a person, but the whole personality.

In art classes, it is important to create conditions for girls and boys to express what is interesting or emotionally significant for each of them. But when selecting content for teaching children in drawing, modeling and appliqué classes, it is important to remember that the boy's hand in its development lags behind the girl's hand by 1.5 years. Girls have better developed fine motor skills. Therefore, they paint more carefully and evenly, sculpt small details from plasticine, create amazing images with a brush, and the boys make sweeping lines, it is difficult for them to decorate the drawing without going beyond the outline of the drawing. Drawing promotes gender identification, controls the emotional and semantic behavior of the child and helps him to get rid of the possible consequences of psychotraumatic situations. The theme of children's drawings is due to many factors. One of them is the child's belonging to a certain gender. The general orientation towards identification with one's gender gives certain content to the child's drawings: When choosing topics for drawing, girls are closer to the images of princesses, fairy-tale heroines Vasilisa the Wise, Elena the Beautiful. Boys are close to the images of epic heroes, Ivan Tsarevich, Emelya. In their drawings,

children reflect their ideas about the appearance of boys and girls, friendship between them, family relationships.

Teachers differentiate male and female qualities in accordance with traditional gender attitudes. The range of qualities and skills that, according to teachers, it is necessary to educate children of different sexes varies significantly. Important qualities for girls are called kindness, femininity, gentleness, and qualities necessary in communicating with other people, and for boys - firmness, determination, and endurance. So, for boys, stricter limits are set in terms of hairstyles and behavior, and for girls - in terms of neatness, tidiness of appearance. Thus, the gender representations of teachers are based on traditional requirements for representatives of different sexes.

Differences in the psychological plan and behavior of boys and girls are interesting. Girls perceive high-frequency sounds better. Therefore, in adulthood, being mothers, they always wake up if their child cries. And the man at this time will sleep peacefully and will not react to crying. Boys are better oriented in space and understand where the sound comes from. This feature has been formed since ancient times when men hunted.

Girls have very good peripheral vision. Since childhood, they can see the space around them at an angle of 45° (up, down, left, right). Boys, on the other hand, see well only what is ahead. In girls, there is a similarity of peripheral vision with animals. Boys have higher mathematical abilities than girls, but they are more aggressive than girls. Girls are better at simple, routine tasks, while boys are better at more complex cognitive tasks. Girls are more influenced by heredity, and boys are more influenced by environment. Girls have more developed auditory, and boys have more visual perception. Boys are information oriented. During communication, look at the side or at front. Girls are focused on relationships between people. During communication, look at the face of the partner. Boys are brave but vividly react to the emotional factor. Girls are ready at any moment to respond to an emotional factor. When teaching children, it is important to consider that girls need stimulation that are more built on the basis of auditory perception. Boys do not perceive the teacher's explanation by ear well and it is preferable for them to use visual means based on visual perception.

- When encouraging or punishing preschoolers, it is necessary to take into account the difference in the reaction of children of different sexes to the assessment of their activities. For boys, it is very important what is specifically evaluated in their activities, and for girls, who they are evaluated by and how.
- It is important for a boy to know whether he did the task well, and it is not very important how the adult evaluates his behavior. For a girl, it is more important whether she liked it or not. However, for both boys and girls, it is important that the teacher first praises for the effort, then the child is ready to discuss his even unsuccessful result.
- A positive assessment of the activities of a boy and a girl should be given in different words. For a boy, the word "well done" is more significant, but for a girl it does not cause such an emotional response. It is better to evaluate a girl in other words, for example "clever".

The child's perception of works of fiction is aimed at transforming the sociocultural experience inherent in a literary work into the personal experience of the student. Art works for children are one of the most important cultural sources for the gender socialization of a child.

Reading and discussion of works of art in which fairy-tale characters correspond to the female and male image: On the example of fairy tale characters like Elena the Wise, Ivan Tsarevich, boys and girls learn to build friendly relationships, realize their social role. Fairy-tales like 'Wild Swans', 'The Steadfast Tin Soldier', 'The Snow Queen' bring up in boys masculinity, courage, diligence, nobility, the ability to overcome difficulties, a strong and courageous man, a defender of their loved ones and the Fatherland, and in girls - femininity, kindness, responsiveness, gentleness, tolerance, care, love for children, a wise woman, a future mother, a keeper of the family health.

Theatrical activity is inextricably linked with artistic activity. The creative potential of the child is revealed through it. Children learn to notice interesting ideas in the world around them, embody

them, create their own artistic image of a character, they develop creative imagination, associative thinking. Theatrical art is close and understandable to children, primarily because it is based on the game. The theatrical game is one of the brightest emotional means that form the artistic taste of children, influencing the formation of gender identity. Empathy for the heroes of dramatizations develops the aesthetic feelings of the child, ideas about the bad and good human qualities, inherent in fairy-tale heroes, and, consequently, men and women in real life.

Thus, the gender approach is implemented comprehensively, through all types of pedagogical activities, through the implementation of all educational areas: cognitive, artistic and ethic, social and communicative, speech and physical development. Only with the interaction of an educational institution, family and social institutions of society, it is possible to implement gender education of children.

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