

Formation of Gender Tolerance in Primary Students (On the Example of Inclusive Education)

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Abstract: The formation of the concept of gender tolerance in primary school students. An approach to studying problems related to gender characteristics, a set of measures for the education of gender characteristics in primary school students in the educational process, an analysis of the influence of age characteristics of children of primary school age on the process of forming gender relations.

Keywords: Gender identity, boys and girls.

Introduction: In developing modern society, the issue of gender characteristics in the sphere of gender relations is not only new, but also one of the most urgent and complex, since this issue concerns the sphere of interpersonal relations and the successful socialization of the individual. In the conditions of globalization, people often encounter new forms of behavior, new views, customs and traditions. Some are immediately accepted and understood by people, others gradually get used to, and still others cause an ugly and negative attitude.

T.V. Bendas analyzed various studies on gender and gender-specific communication. He concluded that girls are better at distinguishing sounds at the beginning of primary school. Boys are better at identifying nonverbal sounds, such as those made by various animals. This probably indicates that they are more focused on the objective world, rather than the social one. In addition, girls are more prone to anxiety, attach greater importance to emotions and interpersonal relationships, are sensitive to criticism from loved ones, are more likely to be depressed, and show positive emotions very clearly. They do not hesitate to show emotional reactions to others and determine the feelings of others with great accuracy. At school, girls are more interested in classes and work than boys, but teachers either perceive boys and girls as the same or pay more attention to boys than girls.

First of all, it is necessary to emphasize respect for the individual, regardless of gender. Recognition of

equality between boys and girls is an important component of gender tolerance. In addition, it is necessary to emphasize the readiness to accept the opinion of a person of the opposite sex, based on the specificity of their social existence.

In the conditions of constant change in gender roles, the problem of tolerant relations between the sexes is becoming increasingly acute today.

The problem of forming tolerance in gender relations has been acutely put before the world community of the new millennium. An important role in its solution is given to the school education system. The formation of gender tolerance as an integral part of the personality becomes an important part of the educational goals aimed at the gender socialization of students.

Gender tolerance means the readiness to unconditionally accept oneself and others, the active, well-rounded position of a mature person who has life values and interests, and at the same time respects the positions and values of other individuals. It also implies a dialogic nature of emotions, characterized by mutual trust, equality and understanding between subjects. The issue of gender tolerance is the question of how to learn to live and cooperate in various areas of life with certain gender differences.

In the context of inclusive education, every year boys and girls with their own perception, thinking, speech, emotions, different attitudes, character types, behavior, biological attend to school. Every year, the school takes thousands of boys and girls into its fold for

education. All conditions are created for them at school. The school believes that children who come to acquire knowledge will get a certain level of knowledge and skills during their educational activities at school.

When building the educational process in inclusive education based on the ideas of a gender approach, it is necessary to take into account that with the same teaching methods, with the same teacher, boys and girls will acquire knowledge and skills in different ways, using different thinking strategies.

The gender approach in inclusive education involves the study of gender as a social characteristic and taking into account the specific impact of all factors of the educational process on the development of boys and girls, as well as the specific influence of male and female psychology, manifested in behavior and reactions.

The implementation of the gender approach in inclusive education means acting with an understanding of the social, constructive origin of the categories of "boy" and "girl" in society, and prioritizing the personality and individuality of the child in development and upbringing beyond the traditional gender framework.

The optimal option seems to be the implementation of both male and female components in education, which are two sides of a single process that complement each other. The gender approach is used in many areas of domestic and foreign science. However, the use of gender is not limited to the scientific field, this concept is also philosophical and socio-cultural and is used in medicine and pedagogy.

Gender development features in primary school students.

Girls acquire complex verbal skills early and rely on verbal communication, while boys use non-verbal communication.

Boys need more time to enter the lesson than girls, who quickly achieve optimal results after the start of the lesson.

Boys cannot withstand emotional stress for a long time without breaking down, they simply turn off the auditory channel and the information does not reach their consciousness;

Boys have a harder time withstanding static loads and are more distracted in the classroom. This leads to a violation of discipline during lessons and breaks.

Boys have more developed spatial perception, while girls have more sensory perception. The mental development of boys goes through certain stages: at the stage of mastering movements, they need to introduce a moment of search into the learning

process, and not give a model of movement, only in this way they will understand and remember the principle of self-control.

Girls pay more attention to the teacher than to their classmates. Boys pay more attention to other students, not to the teacher.

Boys show more physical aggression. However, not everyone is like this. The teacher should pay attention to sensitive, competitive, and aggressive boys in the classroom and increase their authority in front of the children.

Boys have a low attitude towards studying: they do not feel responsible, worry little or not at all about bad grades and disapproval from teachers and parents.

In general, boys in primary school behave like younger children. One of the reasons for this is the gender socialization of children of primary school age in adapting to education.

It is worth mentioning here about gender socialization in education. Gender socialization is the process of assimilating norms, behaviors and attitudes in accordance with cultural ideas about the role, status and purpose of men and women (girls and boys) in society.

There are three stages of socialization:

- a) primary - the socialization of a child in the family;
- b) secondary - schooling;
- c) adult socialization (the stage of accepting roles for which the individual is not fully prepared at the first two stages);

The main agents of gender socialization include the family, peer group, educational institution, media, work team, interest club, circles, etc.

It is necessary to work on the development of gender relations in parents. The participation of parents in the upbringing and educational processes is of great importance. These include organizing councils, seminars and trainings on relations between children and parents, which help to form gender roles in the family, focusing on a gender approach to education.

When talking about the gender approach in education, it is necessary to take into account not only the biological differences of children, but also their socially typical and individual personal characteristics associated with the concepts of "girl" and "boy". In conclusion, it should be noted that the formation of a student's gender relations implies not only the presence of knowledge about gender or the use of a gender approach in teaching, but also the formation of a certain unity of skills, purposeful actions, and mentality. It provides behavior based on the principles

of equal rights and opportunities for students of both floors. We must teach by understanding objectively existing differences, organize the educational process in such a way that students, regardless of gender, can realize their potential and the means to realize them.

When raising and educating children, teachers should take into account their gender characteristics. Boys and girls differ not only in appearance: male and female natures bloom at the age of 5-7, long before puberty, and are manifested from the time they enter primary school, leaving a clear mark on their emotions, consciousness and behavior. Therefore, attention to the gender characteristics of children during these periods and the right approach to upbringing will certainly lead to the correct conduct of gender relations between boys and girls in adolescence and other age groups, and to decrease in problems.

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