

## THE IMPORTANCE OF THE CHILD'S GENDER IN THE PERSON-ORIENTED APPROACH

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<https://doi.org/10.5281/zenodo.10091745>

**Abstract.** *The purpose of this article is to shed light on the many facets that define young children attending preschools. In particular, the article focuses on the gender differences of children as the main topic. In addition, the article discusses the thinking abilities of children, the relationship between the teacher and the student during the instruction process, and the distinctions between traditional and modern person-oriented classes.*

**Keywords:** *critical thinking, communication, a person-oriented approach, gender difference, behaviour, story books, physical, characteristics, internal abilities.*

**INTRODUCTION:** Childhood is the first and most important stage in human life. Much of experience that will be needed throughout life are learned in childhood. Therefore, not only parents, but mainly teachers should contribute to the development and growth of children in all aspects.

In young children, gender characteristics are clearly visible, that is, the psychological, physiological, character and other aspects of girls and boys differ, and teachers can achieve great results if they take these factors into account. However, it should be remembered that gender differs only biologically, but both genders are equal in terms of knowledge, potential and consciousness.

**THE MAIN DISCUSSIONS AND FINDINGS:** Asking very simple questions for a young child can make him very active in the classroom. But as a result, a child is formed who is not used to critical thinking, takes lessons too lightly and has a sense of pride. In raising such children, teachers should treat them individually, encourage them to be humble, communicate with them often and ask thought-provoking questions. On the other hand, a child's lack of activity in the educational organization may be due to a number of factors, such as a physical disability, shyness (often associated with articulation problems) or a turbulent home environment. As a result, teachers will need to look for the cause of the problem, assign different responsibilities to students, and prioritize maintaining open communication.

The practice of constantly calling out students who are not actively participating in the classroom is one of the ways teachers use to encourage students to be more active. It is easy to find children who are not interested in or participating in any activity; however, when asked a question, these children can almost always get the answer right.

These children tend to be cautious towards adults. When dealing with children of this age, it is very important to use an individual approach to help children overcome their caution and overcome the gaps in their existing knowledge.

The table below shows the differences between lessons taught in a traditional way and lessons taught based on a modern person-oriented approach (Table 1) [1]:

Another important aspect of the person-oriented approach is that the activities are carried out according to the gender of each child. That is, boys are treated as special male style, and girls are addressed with gentleness and softness, based on our mentality (according to Uzbek traditions).

Traditional approach	Person-oriented approach
<b>Purpose of lesson process:</b>	
Forming a solid foundation of knowledge, skills and talents in students.	Development of the student as a person; formation of educational activities during each session; student becoming a subject interested in learning; development as a learner.
<b>Activity of the teacher:</b>	
Shows, explains, reveals, commands, demands, proves, exercises, checks, evaluates. In the activity center, the teacher is in the main place.	An experiential and case study coach provides explanations, reminders, suggestions, draws attention to issues, advises, and encourages. In the center of activity, the student is in the first place.
<b>Activity of the child:</b>	
The student is considered as an object of education on which the influence of the teacher is directed.	The student should be the main goal of the educator's attention and actions. The activity is initiated by the child himself, not by the teachers who are supposed to educate them.
<b>Teacher-student relationship:</b>	
Subject-object	Subject-subject

***Table 7: Differences between lessons taught based on traditional and person-oriented approaches***

In recent years, the importance of teaching based on a specific gender and person-oriented approach has increased. In the person-oriented approach, gender is a small but important term, and this term refers to a style of lesson preparation that takes into account the unique ways in which men and women develop and learn in relation to their roles in society. The famous scientist and pedagogue J. Rousseau emphasized that “one gender cannot be compared to another and one cannot be considered more “perfect” than the other, because they are fundamentally different systems of the human body” [2].

Focusing only on biological sex is not practical at this time. Scientists, psychologists and educators first developed the concept of “gender” to describe the differences between the sexes. A person’s gender determines their social role in society, which in turn affects their behavior and how others see them. As noted by researchers in the field of psychology and education, children of both sexes adopt gender roles during preschool age and begin to behave accordingly:

- By the age of three, children begin to understand the concept of whether they are a boy or a girl and refer to themselves according to this concept;
- Gender stability is formed in children aged 4 to 7 years; during this period, children understand that their gender does not change, that boys grow up to be male and girls grow up to be female, and that this affiliation does not change regardless of the situation or the child’s personal preferences.

As Marina Kladova mentioned in her article, it is very important for the person responsible for raising a child to take into account the changes in the psyche and behavior of children [3]: “Girls are smaller than boys there is reliable evidence that they play on the field. It should be noted that, as teachers, we tend to choose women who teach children’s play to be more submissive, and again, they tend to focus on domestic and family problems. We may not like boys’ exciting, action-packed games because they require a lot of movement. Therefore, we often stop boys from being active. “Boys’ growth and learning is stunted as a result of their lack of access to authentic male games.”

Girls are very sensitive to tone of voice, which means that it is very important for them to be appreciated in front of others. Boys want to show that they have achieved results in the process of evaluating the results of activities and behaviors.

Taking into account what has been discussed so far, it is necessary to approach working with children on an individual basis in any activity, whether it is organizing and conducting games, school activities, holidays or other aspects of providing them with training.

Gender differences are clearly visible in the course of the lesson. For example, for girls, if a task is difficult, it is necessary to revise it before starting the task. Because they learn better through a method oriented “from simple to complex”; they are interested in creating new tasks. Boys, on the other hand, enjoy and learn better by paying attention to the visual image, explaining the material clearly and clearly, and using exploratory situations [4].

Story books should be available in the classroom because the characters in the books teach boys and girls how to behave appropriately. Children accept them and want to emulate the heroes they see, hear and imagine. For example, through the story of Zumrad and Kimmat, girls learn to be polite and tidy; through the tale of Egrivoy and Togrivoy, both boys and girls understand that theft is a bad vice and that this vice brings only evil in life, and draw conclusions for themselves. It is necessary to make children feel that their work is valuable and that they should have a genuine desire to help both adults and peers from a young age. It should be remembered that boys are physically stronger than girls, and girls are more submissive and obedient than boys. When a person is at the age of preschool education, important characteristics, interests and abilities begin to form in a person [5].

Based on all that has been said, it is clear that it is necessary to take into account individual changes in the development of educational programs. Modern education should aim to help each student identify and develop their unique talents and interests, as well as help them develop self-awareness and confidence in their abilities.

The main value is not the product obtained from the child, but the formation of the child as a mature person. Person-oriented education method focuses on the development of the student as a person, as well as on the identification and development of the student’s internal abilities, talents and skills. Taking into account the child’s gender, age, psychological, social and other characteristics, teaching adapts to the child’s unique ways of learning and interacting with the world.

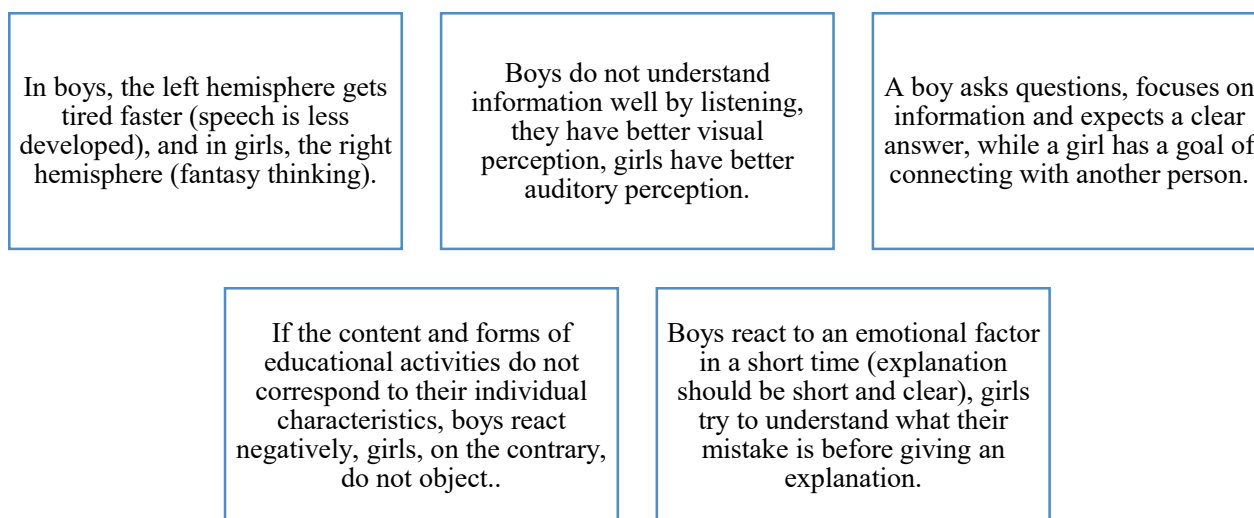
This approach requires ensuring that each student’s mental state is always ready for development and learning. The classroom should be a safe and comfortable environment where students can show their unique personalities and express them freely.

It should also be said that the difference between a person-oriented approach and a traditional approach can be expressed using the phrase “not with the subject to children, but with

children to the subject.” This phrase captures the essence of the difference between the two approaches. It is the pedagogue’s responsibility to arouse the interest of students, to involve them in the learning process, to see that going to kindergarten is not a daily boring task, but an opportunity for development and maturity. In order for the educational process to be effective, the teacher must spend his/her time and energy.

**THE RESULTS:**

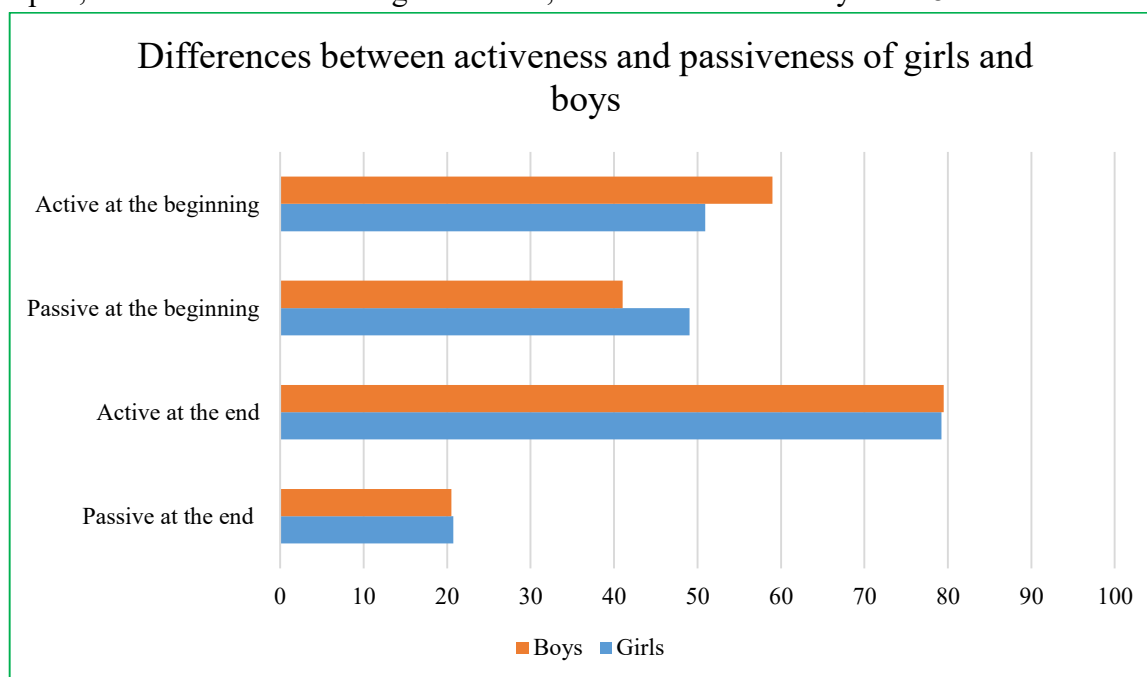
Eremeeva V.D. and T.P. Chrisman’s work “Boys and girls are two different worlds” shows some differences between boys and girls (Figure 2) [6]:



**Figure 2: Some differences between boys and girls**

Our results based on our experimental research are as follows:

- 53 girls and 39 boys participated from our 3 research groups. At the beginning of the experimental work, 26 girls and 16 boys participated more passively during the lessons, but in the final part, the number of inactive girls was 11, and the number of boys was 8.



**CONCLUSION:** The purpose of the person-oriented approach is to create a comfortable environment for each student to solve their own problems, to seek to know who they are more deeply, and to be able to demonstrate their knowledge as a result of using this approach. In particular, the unique characteristics of the student, that is, his ability to self-evaluate, his motivation to identify and correct his mistakes, serve as a process in which all methodological solutions are visible. It is important to let children know not only about their academic achievements, but also about the good things they have done and the difficulties they have overcome.

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