



## GENDER FEATURES IN PRESCHOOL EDUCATION

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**Annotation:** The article describes the specifics of gender issues in education. Gender attitudes and stereotypes and the centuries-old nature of these phenomena are illustrated.

**Keywords:** gender issues, gender stereotypes, gender approach to education Historical experience has shown that no socio-cultural system can function without gender stereotypes and roles. This limitation, as noted above, was reinforced even in the dichotomy and system of semantics, and education could not remain unaffected because education had to be considered in a socio-cultural context.

Education is “the only process of physical and spiritual formation that is historically based on an ideal image of the individual, consciously oriented to social standards that are more or less clearly defined in the social consciousness. This means that each new stage of the education system is based on stereotyped historical stereotypes, which have traces of different periods of development of human society. It can be said that education is not a simple copy of the existing gender patterns of behavior in society, but an internalization of them.

It is logical to assume that changes in culture and society will inevitably be reflected in the education system. In this case, the system should absorb not only all cultural innovations, but also those that have existed long enough, because they "absorb" historically determined patterns. It is this quality that gives education a conservative spirit. However, when it comes to gender institutions and stereotypes, these phenomena are centuries-old in nature, so they should be considered first in this system under discussion. To deny them contradicts the above-mentioned nature of education.

However, the education system has placed different emphasis on a gender approach at each stage of its development. In order to fully analyze gender aspects in the historical-pedagogical retrospective, education should be considered not only as a process of teaching the individual, but also as a process of upbringing, development and decision-making. In the history of pedagogy, education is discussed in accordance with the periodicity accepted in civil history. Therefore, we analyze the problems of education and upbringing on a periodic basis. Before analyzing gender aspects in a historical-pedagogical retrospective, we will consider these two concepts, which are close in meaning: gender education and separate education.

Until the mid-1970s, gender terminology was virtually non-existent. The term special teaching has been used in pedagogy. The fact is that the gender and age stratification of society until the middle of the XIX century necessitated the individual education and upbringing of children. This was due to the strict hierarchy of gender roles, in which the free had to take a dominant position, and the woman had to take a subordinate, dependent position. The maintenance of relevant stereotypes is maintained by the current level of socio-economic development, the social division of labor, and the way of cultural life.

Gender approaches in education have a much broader meaning. By taking into account the cognitive mechanisms of boys and girls, it focuses on the discovery and development of individuality between men and women, and the creation of a harmonious (harmonious) relationship between the sexes. In the

educational phase, the gender approach is based on the development of children's "ability to see another person with a different worldview, logic of thinking, emotions in another person." Such education and upbringing does not deny the experience of separate teaching, but seeks to take advantage of all the positive things accumulated in the history of pedagogical and psychological thinking. The first separate schools in history date back to the third millennium BC. Such were the educational institutions of ancient Mesopotamia and Egypt. However, the model of Eastern pedagogy, in our opinion, is very statistical and does not fully reflect the specifics of education and upbringing in the context of the gender problem. We therefore set out to discuss the evolution of gender stereotypes in the education system from the civilization of Ancient Greece, the cradle of education and upbringing. In ancient times, we have the most idea about the Greco-Roman school. Separate teaching, orientation to the individuality of the child was observed in the boys' gymnasium of Athens. Great thinkers have used problem-based teaching methods here with the ability to research, argue, and prove, and these are the hallmarks of the male intellect. Democritus, for example, believed that boys should have three qualities: good thinking, good speech, and good deeds. In the time of ancient civilization, the same principle of teaching was based on the first pedagogical systems and their technologies. It was on the basis of this idea that the school of Pythagoras, Socrates, Aristotle was formed. Speaking of the Athenian system of men's upbringing, we show that the main task here is to develop the individual in all respects, to reveal his physical, artistic, intellectual, natural abilities. This gender was a type of strict polarization of social functions, according to which men were to occupy a more socially important position. That's why the boy was prepared for the role of a warrior, a leader, an officer. At the same time, the Greeks, who in a sense introduced philosophy to Europe and the world, did not allow women to participate in public life. Therefore, in ancient Greece, women excluded from social and cultural life received only very basic knowledge. The historically formed stereotype of a woman as an "illiterate" lower being stems from gender influences (social attitudes) on the nature of the woman. It does not seem to be right to speak out strongly about discrimination in women's education. The fact is that in ancient Greece, a layer of known free, educated women (getters) with artistic abilities was formed. Heterosexuals with subtle tastes and certain behavioral styles could have a certain effect on the stronger sex. In her "oldest profession," a woman could only develop her skills in prostitution, an independent education. In general, women's education was not approved and there was a negative attitude from the state.

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