



GENDER APPROACH IN EDUCATION: LOOKING AT THE PROBLEM

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ANNOTATION

The article reveals the definitions of the concepts of "gender", "gender approach" from the points of view of representatives of various scientific areas: philosophy, psychology, pedagogy. The importance of the implementation of the gender approach for the modern education system is revealed, which allows us to think about the need to apply the gender approach as an integral element of the organization of the learning process.

KEY WORDS: *gender, gender approach, learning process, functional asymmetry of the cerebral hemispheres, gender characteristics, psychophysiological characteristics.*

The attention of representatives of various fields of scientific knowledge: philosophy, sociology, economics, demography, history, anthropology, psychology, political science, philology, sociolinguistics, semiotics, ethnography, cultural studies, as well as pedagogy, given to the cycle of scientific ideas, united by the concept of "gender", contributes to the emergence general problem field for interdisciplinary research of gender.

In the conditions of significant changes in socio-cultural life, there is a general trend of transformation of cultural stereotypes of masculinity and femininity, the basis of which is the individuality of a person, the freedom to choose ways of self-realization, regardless of gender. Numerous studies (O.A. Voronina, I.S. Kon, D.V. Kolesov, L.V. Popova, T.A. Repina, L.L. Rybtsova, A.G. Khripkova, T.P. Khrizman, L.V. Shtylyova, L. Tittle, RK Under) show that high femininity in women and masculinity in men in modern society are not a guarantee of social and mental well-being.

The special interest of pedagogical science in the gender issue is due to the existence of new opportunities for improving teaching and educational work through the introduction of gender knowledge. To date, there is no unambiguous definition of the term "gender". The work of the American psychologist R. Stoller, which appeared in 1968, "Sex and gender: towards the development of masculinity and femininity" pointed to the sociocultural aspect of gender, separating it from the biological one, defining this term, which was previously only a narrow philological one, as a set of norms of behavior associated with male and female representatives.

The concept of "gender", which entered the categorical apparatus of social philosophy at the turn of the 20th-21st centuries, is interpreted as "a system of relations between men and women, including ideas, informal and formal rules and norms defined in accordance with the place, goals and position of the sexes in society, institutions, behavior and social interactions that are prescribed in accordance with gender", a certain set of "gender contracts"[1].

From the point of view of representatives of psychological science, "with a certain degree of convention" psychological sex and gender can be called synonyms, defining gender as the socio-psychological sex of a person, the totality of his psychological characteristics and features of social behavior, manifested in communication and interaction" [2].

According to pedagogical practice, the concept of "gender", including gender differences, "focuses attention on a wide range of manifestations characteristic of boys and girls, boys and girls, men and women, which are somehow



related to their gender and age status, ethical and religious and socio - cultural belonging." In other words, gender is "a structured concept of social sex, synthesizing the cultural and biological in a person"[3].

The problems of gender education are of concern to many researchers today. The interest is due to the fact that the modern requirements of an individual approach to the formation of personality cannot ignore the sexual characteristics of the child, since these are bio - socio-cultural characteristics. At present, modern priorities in the upbringing of boys and girls are not in fixing strict standards of masculinity and femininity , but in exploring the potential of partnerships, educating the human in a woman and a man; variability in mastering the gender repertoire; in sincerity, mutual understanding , complementarity [4] .

The gender approach, which takes into account the individual characteristics of the child in accordance with his gender, involves determining the content, forms and methods of training and education aimed at creating a gender-friendly environment that promotes the development of the individual in accordance with the natural potential. At the same time, the purpose of the gender approach is to change the traditional cultural restrictions on the development of the individual depending on gender, which is directly related to the creation of conditions for the maximum disclosure of the abilities of boys and girls. Achieving the goal requires not only changing the traditional, but also developing new ways of learning that differ in quality, ways of organizing the educational process and pace from the existing ones.

A gender approach can be implemented through a number of areas, including the creation of a special organization of the learning process, which involves the choice of forms, methods, teaching methods, taking into account the gender characteristics of students, changing the content of education and creating educational and methodological literature of a new type, compiling assignments taking into account the psychophysiological characteristics of students, creating various types of schools and classes focused on the practical application of a gender approach, namely, the introduction of separate education.

Considering the implementation of the gender approach, scientists pay special attention to the reasons for the existence of gender differences among members of the opposite sex. Researchers in various fields of scientific knowledge (neuropsychology, psychology, medicine, pedagogy) state differences in the pace of intellectual development, motivation and assessment of the results of activities, the behavior of representatives of different sexes, the main cause of which is a biological factor, i.e. those features that are laid down even before the birth of the child, consisting in the functional specialization of the cerebral hemispheres. At the same time, the existence of intellectual differences between boys and girls, which persist for a certain time, has been reliably established.

The predominance of verbal abilities in female representatives has been experimentally confirmed. Girls and women have better developed abilities for articulation (3–8 years old), imitation (3–4 years old), more vocabulary (18–21 years old), better developed speech skills, girls are more capable of decoding speech, building correct visual -motor and auditory -vocal associations, semantic understanding of speech, they are endowed with great psycholinguistic abilities, verbal intelligence, are distinguished by a greater development of reading skills (6–7 years), greater erudition (5 and 7 years), reading speed (7–13 years) , reading comprehension (4–13 years, 9–11 years), make fewer reading errors (9–11 years) [5] . Boys have more developed mathematical and visual-spatial abilities.

The founders of neuropedagogy (T.P. Hriz man , V.D. Eremeeva), noting the dependence of the cause of these differences on the characteristics of the cerebral cortex , they emphasize that only one difference in the electrophysiological parameters of the brain of newborns of different sexes makes it possible to determine the sex of the child. Researchers distinguish three main types of functional asymmetry of the cerebral hemispheres: left hemisphere, right hemisphere and equal hemisphere .

The left hemisphere type is characterized by the dominance of the left hemisphere, which determines the verbal-logical nature of cognitive processes, the tendency to abstract and generalize. The right hemispheric type is characterized by the predominance of the right hemisphere, which determines the propensity for concrete-figurative thinking, creativity, and the development of the imagination. The last type of functional asymmetry of the cerebral hemispheres



is characterized by the absence of pronounced dominance of one of them⁶. According to most researchers, the first type of functional asymmetry prevails in girls, the second - in boys.

The brain of boys is a differentiated system, since one of the hemispheres of the brain is predominant. At the same time, the ability of the centers of the cortex of the right and left hemispheres to enter into interhemispheric contacts is significantly lower than in girls. According to a number of researchers, a clear asymmetry in the activity of the cerebral hemispheres is the reason why it is more difficult for boys to compare information from the two hemispheres and it is easier to focus on one type of activity. The forebrain is especially active in boys, in particular, its frontal associative structures, which explains the high creative and search activity of this sex. In girls, the severity of the asymmetry of the cerebral hemispheres is less, but the posterior cortex and auditory regions of the left hemisphere are especially active.

The functions of the anterior and posterior sections of the cortex of the cerebral hemispheres are not the same in the implementation of the cognitive functions of representatives of both sexes. When comprehending words, girls use both hemispheres, while boys use only one, more often the right hemisphere of the brain [6].

However, the gender approach is based not only on the biological differences that exist between the sexes, but also on the sociocultural significance that society attaches to these differences. Genetically embedded features of brain activity can manifest themselves only under the influence of the environment, society, which contribute to the awareness and acceptance of stereotypes of male and female behavior. Thus, many researchers come to the conclusion that it is impossible to use the same methods when teaching representatives of two sexes of the same age, but different neuropsychological stock, since the characteristics of boys and girls are not taken into account when gender characteristics are not taken into account [7].

According to educators and psychologists, when implementing a gender approach in teaching boys, it is most preferable to alternate physical and cognitive activities, conduct classes of shorter duration with a high rate of presentation of material, use group forms of work with a leader, apply heuristic, research and problem methods, involve students into creative activity, solving spatial problems, “rediscovery of discoveries”, focusing on practical information, discussing the results of activities with a specific assessment. Lessons for girls should take place at a slower pace with a sufficient number of repetitions of the material, the use of standard tasks, involving a large amount of visualization, and a positive emotional coloring of the material being studied.

The gender approach in teaching places high demands on the selection of task types for students with right-hemispheric and left-hemispheric types of functional asymmetry of the brain. When compiling tasks for representatives of the right hemisphere type of thinking, it is necessary to apply: replacement of verbal explanation with pictures, diagrams, diagrams; visualization; dramatizations; illustrations; analogy; tasks for the use of practical skills in various activities; historical facts in the study of subjects of the mathematical cycle; tasks based on life situations that are emotionally close to children; activities for the acquisition of experimental experience in the joint solution of an educational problem when working in groups of 3-4 people.

For children of the left hemisphere type of thinking, researchers recommend using tasks that are logical and clearly structured, for example: sorting, grouping, classification; analogies; construction; invention; creative tasks; solving logical problems; concept analysis⁸. Teachers believe that the content of education, revealed through educational standards, curricula, programs, educational literature, assignments, is also subject to some change in accordance with the gender interests and characteristics of students, i.e. some freedom of choice for schoolchildren should be allowed in this matter.

Thus, the implementation of the gender approach contributes to taking into account the psychophysiological characteristics of students, promotes, with the correct organization of the learning process, the formation of acceptable gender roles, the harmonious development and maximum self-realization of the individual, helping the student to gain and maintain mental and physical health.



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