

Analysis of Views on Gender Tolerance from the Point of View of Approach

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Annotation: To prevent conflicts arising from gender inequality, it is necessary, first of all, to form gender tolerance. Reforms in our country, as elsewhere in the world, are mainly aimed at eliminating the consequences of gender inequality, while little attention is paid to prevention. However, the main reason for the emergence of gender conflicts is that the principles of gender tolerance are not instilled in a child from an early age. This article analyzes the above issues.

Key words: gender, approach, gender tolerance, stereotype, gender psychology.

Introduction

From the current human point of view, complete mature tolerance certainly implies conscious, meaningful and responsible understanding. Such tolerance is not as insignificant as automated simple stereotyped actions, but it is a valuable and vital position, the implementation of which has a clear meaning in each specific situation and requires further study of the topic of tolerance in order to find this meaning and responsible decision. When studying pedagogical tolerance, only one aspect of its consideration changes, and the understanding of this concept includes all the previously identified important features, their internalization and the corresponding pedagogical conditions and emphasizes the need to include them in the personal structure of a person through self-education [8]. As a result, gender tolerance can be viewed as a set of specific indicators and integrated student-centered learning that needs to be formed in the learning process.

Literature Review

To clarify the issues of gender psychology I.I.Taran [9], L.S.Vygotsky [10], B.G.Ananyev [1], I.S.Con [6], T. Repina [7] and other scientists have made significant contributions.

According to B.G.Ananyev, gender roles are determined not only by gender differences, but also by the functions, functions, and social place of the sexes, which are considered secondary and tertiary [1].

I.S. Conn argues that without creating conditions for the development of sexual identity by family and parents, social institutions, even biological development, which is considered normal, will not be able to raise a child in a way worthy of gender. to which it belongs [6].

In her research, T.A. Repina advocates a differentiated, stratified approach to the upbringing of girls and boys [7]. In his opinion, it is advisable for boys to cultivate courageous resilience, and in girls - feminine gentleness, as well as to develop gender relations.

Results

To date, all views on gender issues are focused on various social aspects of parenting according to gender roles, which complement each other. This idea is confirmed by the point of view of I. S. Klesina that "the mechanisms of the formation of gender behavior (identification, understanding of sexual roles, social reinforcement and expectation) can be considered as psychological mechanisms of gender socialization only when they complement each other."

Table 1. Information on views on gender tolerance in terms of approach

Scientists	Views	Context
Borisova O.A.	Gender tolerance is the ability to exist simultaneously with various forms of gender practice and the right to free, unlimited choice and gender self-determination. It must be supported by certain guarantees from the social environment [4].	Social environment, law
N. I. Andreeva	Gender tolerance is seen as a means of resolving gender conflict based on gender discrimination. Means an objective, impartial attitude towards members of the opposite sex [2].	Conflictology
O.A. Ovsyannikova	Determines the indicators and levels of tolerance formation in preschoolers: <input type="checkbox"/> acceptance of the “other” child by a unit or peer with others (acceptance or rejection determines the nature of the relationship with the peer, alienation or good intentions); <input type="checkbox"/> peer support, verbal or practical help, empathy, compassion and other concern expressed through desire; <input type="checkbox"/> a fair attitude towards people based on the equality of each person (manifested in a fair distribution of roles, responsibilities, equality between preschoolers; the child considers the other equal and takes into account his interests) [11]	Youth pedagogy and psychology
G. Olport, O.G. Vinogradova, G.M. Shelamova, O.A.Ovsyannikova, P. F. Komogorov	Tolerance indicators include: - self-awareness, acceptance and recognition; - acceptance, recognition and respect for one's own position, views and uniqueness of others; - understand your own stereotypes and allow others to have their own stereotypes; - ability to see other people as equals.	Pedagogy and psychology
Z. Freud	The idea of male dominance over a woman and the diametrical contrasts of male and female models are accepted. If male behavior - behavior is characterized by aggression, perseverance, desire to achieve, the ability to act creatively, then for women - passivity, uncertainty, lack of logical thinking, emotionality. Z. Freud argues that following these models only ensures the harmonious and complete development of the personality and the formation of a simple sexual identity.	Biogenetic theory, Freudianism
E. Erikson	Gender differentiation is formed at the age of 5-7 years, and its further development and development of the content is due to "experience and practice." In adolescence, there is a conscious differentiation of traditional stereotypes of male and female roles with a constant social and ecological environment, which	Psychoanalysis

	makes it difficult to harmonize mutually tolerant relations due to dissatisfaction of men or women with gender roles.	
U.Djems, T.Lukman, Dj. G. Mid	It is based mainly on a “naming” process in which the role of gender is divided into socially acceptable categories, and it is believed that these views can be socially supported, changed.	Socio-cultural, sociogenetics
A. Bandura, L. Serbian	The difference in the sex of the child largely depends on the behavior and role of the parent in the family. According to this approach, when a child acts in accordance with his or her gender, he or she is more motivated and, conversely, punished. Accordingly, the child begins to prefer to act in accordance with his gender.	Theory of Social Learning, Family Psychology and Pedagogy
L. Colberg, G. Martin	In this case, the child learns about sexuality through personal experience and information from adults. He also realizes that his gender does not change for life. According to the theory of gender roles, the child learns about the existence of both sexes on the basis of existing stereotypes and controls his sexual role based on this information.	Cognitive psychology
S. Cahill	According to this theory, children differentiate their gender based on social competence. When adults show that they are “incompetent to do something” because they are a girl or a boy, children understand that they are of a particular gender (for example, “a boy does not need to be able to wash”).	Social competence
L. Weitzman, E. McCobby, K. Jacklin	According to the new gender psychology, children differentiate their gender based on socially acceptable and expected behavior in accordance with social norms and moral norms. Social requirements dictate that gender is so strict that even when the person is alone, he or she follows this pattern (the theory is that a girl who is alone at home is busy with household chores, and a boy is playing with a car or making a toy).	Social norms and deviation

The above considerations show that the developed countries of the world have accumulated vast experience in gender tolerance and gender pedagogy.

Conclusion

First of all, gender tolerance is manifested in the establishment of an equal attitude towards others, different parties, recognition of their rights, refusal from oppression, violence and monopoly. In the formation of this tolerance, taking into account the age characteristics of preschoolers, the formation of the ability to achieve non-confrontational, compromise interaction, free, tolerant acceptance of the personal characteristics of peers of the opposite sex, manifested in communication. It is necessary to develop not only the ability to help and support, but also the ability to coordinate their actions and interests with a peer of the opposite sex.

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