

The role of gender values in the socialization of the individual

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Abstract: The article takes into account the anatomical, physiological characteristics of girls and boys, their mental differences, opportunities in the implementation of gender education, the formation of social factors - the social environment, the influence of upbringing. It is a matter of looking at the upbringing of girls and boys not as a phenomenon clear from their birth, but as a phenomenon arising from the complex interrelationship of natural possibilities and corresponding and inherent socialization.

Issues of training of specialists meeting modern requirements for preschool education organizations, stabilization of social and moral environment and elimination of corruption; Analysis of the effective use of national educational opportunities in social sciences, including philosophy, general pedagogy, general psychology, preschool pedagogy, child psychology and psychodiagnostics, mother tongue and children's literature, methods of educational work in preschool education, legal education in preschool education, etc. made.

Key words: Preschool education, communicative competence, gender values, upbringing, child psychology, socialization, educational process, legal education, national values, skills, psychodiagnostics, critical thinking, civic position, family, personality, initiative, political organizations, traditional society, social environment, humanity.

With the birth of a person begins to form negative and positive qualities in himself as an active participant in the process of socialization under the influence of the social environment. At the same time, in this process, the family, society, preschool organizations, schools, secondary special and higher education, labor communities begin to exert their influence as socio-cultural institutions that shape the individual. In a traditional society, political organizations that are interested in the all-round development of the individual focus more on the later stages of the pupils. Large-scale economic, intellectual and spiritual resources will be directed to this goal. The current stage of development confirms the reconstruction of this stereotype, that is, more than 70% of the resources that should be spent on education should be directed to the period of formation of children of preschool age.

Research in child psychology and pedagogy confirms that information directed at young children from the age of two takes place from their subconscious existence, and that to some extent it guides the unconscious and conscious activity of the individual until the end of his life.

For the first time in the history of the country, a system of pre-school education of an institutional nature was formed. A special ministry and a system of pre-school education institutions have emerged on its basis. The law "On preschool education and upbringing" was adopted and the concept of development of the preschool education system of the Republic of Uzbekistan until 2030 was created. Today in Uzbekistan there are 5,963 state, 802 non-governmental preschool educational institutions, 725 public-private non-governmental preschool educational institutions, and 6,626 family-based non-governmental preschool educational institutions - a total of 1,404,695,000 children aged 3-7. These organizations currently carry out educational work on the state curriculum of preschool educational institutions "First Step", created on the basis of the state requirements for the development of primary and preschool children of the Republic of Uzbekistan.

In this system, he is the head, methodologist, educator and psychologist of the preschool organization, which organizes and implements the educational process. Therefore, the management of the effectiveness of education in preschool children is entrusted only and again only to the above-mentioned subjects. The content of the "First Step" program is primarily aimed at the formation of humanity and civic position in children.

Formation of a physical and healthy lifestyle aimed at the formation of key competencies in the areas of child development; social emotional development; speech, communication, reading and writing skills; development of the cognitive process; creative development, etc., is organized on the basis of the game, but its purpose is to love people, love parents, devotion to the motherland, and so on. The implementation of these complex tasks is inextricably linked with the solution of three serious problems.

The first of them is the issue of training specialists who meet modern requirements for preschool education organizations. Today, there is no special pre-school pedagogical university on this issue in the country. The training of specialists working in preschool education organizations is carried out in different faculties and departments of various universities and institutes of the country in accordance with integrated, non-common curricula and programs. If a specially organized pre-school pedagogy higher education institution organizes the process of education and upbringing on the basis of a modern three-year curriculum formed on the basis of new requirements, we would be able to train modern staff for preschool education organizations. Because, as the President of the Republic said, "no matter what field we take, we cannot achieve any change, a prosperous life without training modern mature personnel. The training of such personnel for a healthy gene pool of the nation begins, first of all, with the pre-school education system."

The activity of the pedagogical higher educational institution of preschool education should be built on the basis of the state curriculum of the preschool educational organization "First step". If the educational work in this organization is organized in part on the basis of play, as in kindergartens, if students feel like older children in kindergarten, if they know themselves as participants in the educational process in kindergarten, if they prepare themselves mentally for it, the training of preschool teachers we would be.

The implementation of the existing task will require a number of preparatory work. The first of these is the issue of selection of entrants to the pedagogical higher education institution of preschool education.

To do this, university staff, employees of different levels of preschool education among students of grades 9-10-11 on vocational orientation preschool education organization, its life, upbringing of children and a number of interesting creative activities related to it, in class and out of class will have to hold fun activities in kindergarten with students who are interested in the field in their work. These systematic activities build the skills of schoolchildren in this profession. In addition, it will be necessary to introduce the selection of entrants to the higher educational institution of preschool education through special professional psychological tests. Because, by its very nature, this educational institution has an absolutely special status not only in the education system, but also in the system of society, in terms of prestige, selection, training and preparation of personnel for work.

Second, the social and moral environment in this university must be absolutely free from corruption. Because the graduates of this school are engaged in educating an absolutely new generation of our society. Therefore, the professors and teachers of the university community, the managers of the organization should be completely alienated from such views as familiar knowledge, taking full responsibility. In addition, if the students of this university study in a specially selected form in the educational process, this will also help to create an environment of mutual equality for them.

Thirdly, the curriculum and programs developed on this basis should be designed taking into account the interests, abilities, individual mental and physical characteristics, cultural needs of preschool children, as well as the formation of spiritual norms, life and social experience. . Modern science programs should be developed with in mind at least 20 years ago, not for today. The content of the program should be based on the latest models of modern information technology and focus on the search for its main directions, creativity, the formation of independent and critical thinking. The main rule in creating these programs should be to know our national identity, to appreciate it, to organize creative work to improve it. Therefore, the principle of "from national values to universal values" should be the theoretical and methodological basis of the developed programs.

Therefore, according to our observations, philosophy, general pedagogy, general psychology, preschool pedagogy, child psychology and psychodiagnostics, mother tongue and children's literature, methods of educational work in preschool education, legal education in preschool education, etc. used.

At the Faculty of Preschool Education 7314 hours are allocated for teaching, of which 1781 hours are directly devoted to teaching methods. According to observations, the volume of these hours is carried out through subjects in five directions. But in practice, in most of these classes, students are mainly engaged in discussing theoretical issues. Today, a lot of attention is paid to practice in the organization of training sessions. Therefore, methodological-oriented lessons should be organized primarily on the basis of national pedagogy, the way of life of the nation, national spirituality and psyche, a number of other issues related to the ideal of the nation and the unity between national spiritual life and universal spiritual being. The more upbringing is connected with daily life, its problems, worries and joys, the more attractive the

education will be if the examples given in the process of upbringing are taken from their lives.

The aspects of our national upbringing that focus on ideology, morality, beauty, religious spirituality, enlightenment and the value of labor are still undiscovered reserves. When we talk about the modern system of preschool education, first of all, if we work on the modern theory and methodology of pedagogy and psychology of inculcating these national spiritual values in the hearts of children aged 3-7, we will make an important contribution to the harmony of national and universal values.

Fourth, 80% of the educational process in higher education should be organized by the participation of students in the observation, direct education and upbringing activities carried out in preschool educational institutions. If a student independently develops the skills of observation, analysis, assessment and educational sensitivity, they will also develop the ability to work consistently, which has a scientific character from the first year. Three years of observation and analysis allow him to conduct independent research, to form independent projects, to model educational processes, to master digital management technologies.

Fifth, the spirit of freedom, mutual trust, creativity and at the same time personal responsibility should prevail in the higher education institution of preschool education pedagogy. These cases should be observed not only in the auditorium, but also in the dean's office, rector's office. An open and free environment is essential for the student to participate in department meetings, dean's office events and discussions in the rector's office on curricula, state educational standards and science curricula. Because today's student, as an employee of tomorrow's preschool organization, will be able to look at kindergartens freely, make personal decisions, appreciate the power of cooperation for community unity.

Sixth, the pre-school pedagogical higher education institution should have its own experimental pre-school educational institutions in urban and rural areas, work closely with them, and ensure that the practical confirmation of the subjects taught at the university is carried out regularly in these organizations. At the same time, it is time for the leaders and educators of these preschool educational institutions to teach in higher education institutions, and for university professors to work in kindergartens. Only then will we achieve the unity of science and practice. Practice is the guiding star of science. Especially in the preschool education system.

Seventh, today's higher education system cannot be imagined without international cooperation. In our opinion, the world community should play the role of methodological and theoretical tool in the transformation of national pedagogy, national teaching methods, accumulated in the country for many years. Based on this, it is necessary to further expand the existing conditions for our national staff to work in these higher education institutions to meet the requirements of world standards.

The second problem is the issues directly related to the organization and implementation of the educational process in preschool education institutions.

Today's educational process in the pre-school education system requires raising the index of vitality to a planetary level on the basis of mastering universal values and improving national values in a modern spirit. In this area, the module of the President of the Republic Sh. Mirziyoyev plays a role model not only for developing countries, but also for developed

countries. Hence, the formation of politics on a global scale demonstrates its coherence and strength in a particular country.

The transformation of national values into universal values, the dialectic of the active influence of universal values on the development of national values is an objective process. The harmony of national and universal values is a social ideal. The epistemological basis of the social ideal is the perception of existence by the mind, and in this perception the direct perception of the ideal result has a special place. On this basis, the social ideal imposes on the subjects who carry the ideal the task of developing specific tasks of achieving the ideal. The solution of this problem is created at the expense of indicators of objective and subjective possibility parameters of the subject.

Today, the economic, social and spiritual foundations of the preschool education system in Uzbekistan are being formed in accordance with the indicators of achieving the ideal. At the same time, the new system faces a number of organizational and practical tasks. New kindergartens are being created, conditions are being updated, and so on. However, as the President said in the process of seeing the new schools, "I do not need a new school building, I need a new school." Based on this, today we are conducting the educational process in all preschool educational institutions of the country under the "First Step" program. At the same time, pre-school age 3-4 years old, middle school age 4-5 years old, high school age 5-6 years old preschool age 6-7 years old are taught in five areas - communicative competence, play competence, social competence and cognitive competence. focused educational processes have been carried out. The current program is based on the conditions created for the comprehensive intellectual, moral, aesthetic and physical development of preschool children. The core of our national values plays a defining role in the training. The requirement for the child according to the concept of "I" of the "First Step" program is that the child perceives himself as a positive person with his own characteristics, independent and responsible for his own behavior. At the age of 3-4, the child speaks about himself as "I" on behalf of the first person, and at the age of 4-5 he expresses his desires and interests. At the age of 5-6 he accepts and fulfills the obligations imposed on him, at the age of 6-7 he strives for independence.

The effectiveness of working with national values will be further enhanced if educators take into account the age differences in them and the differences in their "I" and self-knowledge in arousing, shaping the interest of national values in kindergarten children and shaping them into their daily lives.

The inculcation of early national values in kindergarten children begins with increasing their love for their parents. The continuation of the natural love and affection shown to the child by the parents in the family by the educator in the kindergarten and the strengthening of the parental love for the child in the family environment determine the effectiveness of this process.

Given the age differences mentioned above, the analysis of the educator's tale of parental value is important.

If educators organize the plots of the fairy tale as a series of narrative dialogue, role-playing games, analysis, views and assessments, taking into account the emotional capabilities and socialization of groups of 3-4, 4-5, 5-6, 6-7 years, speech and language, reading skills, and as children explain in the example of well-known mothers, children's love for mothers plays an

important role in the globalization of the most cherished values of our nation beyond the national level.

In this regard, when talking about the value of the mother, it is important in our national pedagogy, in the myths of folklore, in the folk epics, the emotional and exciting depiction of images.

Above we have expressed our opinion about the educational process in the higher education institution of preschool education pedagogy. In addition to the above points, we would like to say that in higher education, students should also have skills such as music, painting, choreography, art reading, directing. Only on the basis of these skills can he compare the mother's hymn in the above story with the mother's hymns in Japan, France, Brazil, and on this basis form the unique features of the Uzbek mother's dignity in the hearts of children.

In the formation of national values in the hearts of children, it is necessary to emphasize that in the love of motherhood and childhood, which is inherent in our nation, is manifested only in the gods, which are inherent in Uzbek mothers. In our opinion, no mother in the world can say "alla" like an Uzbek mother. Many mothers shed tears when they say allah to their children. And they are in God

If I say Allah, be there, allayo-alla

Be honest with me, allayo-alla

When you grow up, allayo-alla

Be loyal to the country, like allayo-alla, the mother's dreams, hopes, intentions are expressed. The intention of "be the first" in the Qur'an, secondly, the intention to be "honorable" to me, thirdly, the intention to be loyal to the country when you grow up we see that The national intention, on the other hand, serves as a social task, a duty, a task for children growing up in time. Children formed under the influence of these intentions always remember these intentions of the mother in different relationships and in different situations at different stages of life.

Of course, the pre-school education system in Uzbekistan is still in its infancy, but it did not come into being in an absolute vacuum. At its core lies the nation's long history, rich experience and national pedagogy. Today in Uzbekistan there is an opportunity to bring this rich history and national pedagogy to the world audience. For example, the formation of folklore tourism on the basis of the Mother Goddess and the development of technologies for the establishment of Fergana, Khorezm, Bukhara, Surkhandarya "Mother Goddess" centers in the country and their introduction to the world community is one of the current issues.

Of course, today's educational process cannot be imagined without the world achievements in this field. Therefore, it is important to consolidate and systematize the achievements and experiences of developed countries in this field in Uzbekistan in the field of periodicity, pedagogical psychology, style and methodology, and most importantly, to create technologies for their use based on our historical values and traditions.

The new methods and techniques created should serve as a tool, not a template, for the development of national pedagogy. This requires the formation of such an approach to the issue at all levels of the preschool education system. Of course, the more the spiritual values formed in children in preschool education institutions are realized in harmony with the spiritual values of the peoples of the world, the greater its effectiveness.

Distinguishing between sex and gender education is an important issue in the gender education of preschool children.

Sexual education is based on the knowledge of the characteristics of the sexual and physiological development of the child, whether the appearance of the reproductive system is normal, which ones are above the norm. Sex education was usually practiced by medical staff. This upbringing is a broad process, which includes introducing the child to the basics of sexual life, the formation of hygienic skills, acquaintance of the child with his body structure, the peculiarities of male and female organisms, their anatomical and physiological differences. Sexual differentiation is the child's awareness and mastery of his or her gender.

The concept of "gender education" is used by teachers. At the same time, we use "gender" as a basis for pedagogical processes to understand the social gender, which includes the mental, social and cultural differences between men and women in the educational process, and the existing features and relationships on this basis. The gender approach in education is usually an individual approach to demonstrating that the child is himself or herself. The gender approach allows children, regardless of their gender, to realize their potential, aspirations, new assessments, life goals, personal resources according to the principles of the principle of equality.

In the implementation of gender education, it is necessary to take into account that the anatomical, physiological characteristics of girls and boys, their mental differences, form the basis of their capabilities. This mental difference is formed under the influence of social factors - the social environment, upbringing. As a result, we have the opportunity to look at the upbringing of girls and boys not as an event that is obvious from their birth, but as an event that occurs as a result of the complex interrelationship of natural possibilities and corresponding and specific socialization.

In this process, the role of the family, the pedagogical team of MTTs, the environment around the child is enormous. This sexual and gender education is, first of all, an independent direction of education with its own peculiarities. Each direction has its own approach, method and tools. Secondly, in our view, they should be conducted in an integral, closely related, interacting manner. This means that the doctor must have mastered the basics of gender education, and the gender pedagogue must have the skills of a doctor. It is in this harmony that we achieve the goal we have been waiting for.

In addition to the above, there is another important aspect in this delicate matter. This is the place of national-cultural theory and worldview in this educational process. We know that in Uzbek families, in most cases, gender, gender-related cases are kept a secret. It's a shame to talk about it, to discuss it. For this reason, our boys and girls come to life according to the circumstances of the words they have seen, observed and heard, and as a result, in some cases, face a number of unpleasant problems. However, sex education, sex culture, sex culture is one of the main foundations of social life. We have come to be ashamed of this upbringing, which is one of the foundations of a happy human life. Today, the issue of gender education requires a completely different approach. First, boys and girls are the same child, and their sexual differences should serve to make the human relationship between them more meaningful, passionate, interesting. A girl should be proud of being a girl and live with a sense of pride. We must achieve the happiness of being a mother, the happiness of moving the continuity of generations, the happiness of being a symbol of the nation, the homeland,

the defining value in our daughters. They should strive to demonstrate the qualities inherent in these values in all aspects of social life.

Knowing the stereotypes about the upbringing of girls and boys is also of great importance in the organization and implementation of gender education of children.

Of course, at first glance, gender education in the family seems to have started spontaneously with the birth of a child. Depending on the sex of the newborn, clothes, toys are taken, treatment, intentions, etc. are chosen. However, at the same time, a child recognizes his or her gender by the age of two, and by the age of 6-7, sexual orientation and gender constancy are formed. They understand that boys are men and girls are women, and in any case, girls begin to prepare themselves to be women and boys to be men. At the same time, many parents say that a boy will become a boy on his own, and you will not know that our daughters have grown up in the same instant.

However, the process of their formation is much more complicated. The proverb that a child is the parent of seven neighborhoods is not in vain. In this, the unity of the family, MTT, society, children's friends is important.

Observing their formation in the process of upbringing, we sometimes come to the conclusion that instead of being elegant, my daughter is becoming rude and shameless, and our sons are becoming loose, physically weak, emotionally unstable.

Until recent years, our boys were mostly busy with homework, work, various district services. They were in service when male guests came to the house. They saw the older men sitting and listening, and listened to what they had to say. Their interest in life, marriage, profession, prestige grew, and they didn't even realize how young they had become. The same goes for girls. Not a word is said about gender education.

Today, the upbringing of preschool children is associated with a number of complexities. The first is that they are brought up by their mothers, grandmothers, nursing nurses, psychologist nurses, polyclinic nurses. This situation has a peculiar influence on the formation of boys in particular.

We unknowingly teach them gender roles. According to the accepted general rules, we teach how to be a girl, how to be a boy. We forgive boys for their aggression and support their activism. And we encourage girls to be cheerful, emotional, emotional. Under adult guidance, they grow up to be girls and boys just like adults.

The play, interest, and imagination they choose play a big role in shaping them as boys or girls. The family environment and its traditions play an important role in the formation of children as girls or boys. In MTTs, too, we ignore the gender differences of children. For example, in girls, speech develops faster than boys in March, and because girls have fine motor skills, they are neat and tidy compared to boys. That's why girls talk faster than boys, and their behavior is tidy and tidy. This means that the education of children in kindergarten, taking into account their gender, is of great pedagogical importance. At the same time, parents, teachers of MTT should help children to discover and find opportunities that give them sex.

Gender education in MTTs should focus, first of all, on ensuring gender self-sufficiency and timely formation in children. The child should not play with toys that are not specific to his or her gender, and should not enjoy games. They need to be taught to dress appropriately for their gender, to walk, and to develop the ability to strive to be boy-to-boy, girl-to-girl.

Nowadays, in addition to traditional qualities, girls need to be taught seriousness, resourcefulness, initiative, ability to defend their interests, ability to achieve results, and boys to be not only masculine, but also patient, eager to help people, ready to answer any question.

Their mutual unity and cooperation environment gives good results in the formation of gender self-compatibility of boys and girls. In this environment, girls and boys talk freely, amicably with each other, play, joke, work, and show their individual gender identity. Thus, an important factor shaping gender identity is the need to further improve the multifunctional evolving subject environment.

The multifunctional developing subject environment not only forms various activities in children (related to physical, mental play) but also forms the basis of their initial independent activity, taking into account their gender characteristics.

Boys like to play with noisy obstacles that seem aggressive. It gives them an emotionally uplifting mood. Educators do not always understand this correctly and begin to reprimand them, depressing their high spirits. Therefore, it is necessary to provide wider areas and rooms for boys to play in their groups, carrying and running and arguing.

In most cases, children's games are organized on the principle of cooperation between them, teamwork, achieving a positive result. The participation of girls is also important. Boys want to show in front of girls that they are brave, agile, agile, strong.

The girls' games take place in relatively narrow circles. They are less aggressive in their games and more mutual trust, cooperation, solidarity prevails. In girls' games, it is also appropriate that in most cases they pass without boys. Girls' games also feature girls' secrets that are unique to girls.

Based on these circumstances, educators cite girls as role models for boys, and such pattern and quality lead to conflicts between girls and boys. At the same time, educators need to understand that boys do not deliberately make noise, their nature is full of enthusiasm and activity.

Even when girls and boys play in different emotional states, the moral qualities in their games do not differ from each other. But, girl, girl. In them, moral qualities such as shyness, shyness, and self-doubt are formed earlier. In addition, while mental development in girls is higher than in boys, physical development in boys is faster than in girls. That is why girls are more advanced than boys in reading and creativity. Boys, on the other hand, outperform girls in physical education, labor, and similar movement activities. Therefore, it is necessary to organize educational work in such a way that boys have their own and girls have their own activities.

Observations show that boys' self-esteem is more moderate than that of girls. In addition, girls take seriously the opinions, evaluations, and attitudes expressed about themselves. Assessing boys, on the other hand, requires a lot of precision and demonstration and proof.

In general, these cases are very important in the upbringing of children. Evaluation of children in the process of upbringing, unfair awarding of prizes in competitions, unfair choice of roles in games, etc. lead to the formation of a biased attitude in children from kindergarten age. The effectiveness of our anti-corruption work is not high. Because children grow up between those injustices from kindergarten age, school, college, higher education. It should not be forgotten that the root of these views begins at kindergarten age.

The formation of tolerance in children is a complex process, ranging from simple to complex. This process involves many tools, methods and techniques, forms. An important part of this is the game tool.

Plot-role games in the process of education and upbringing in preschool organizations through games - "Speaking things", "Who said mo-o-o-o", "With different voices", "Let's talk", "Magic word" and others. serves to develop in children the ability to master a culture of mutually tolerant communication and apply it in practice. Take, for example, the Talking Things game. It involves a variety of talented, active, shy, silent children. In the game, it is as if the educator is talking to a child when he picks up one of his favorite toys. This situation attracts children's attention to varying degrees. Children have different emotional reactions. In such a situation, the educator encourages the children to respect each other, to observe and appreciate each other's reaction. Then the educator continues the game and tells the children what the doll said. In this case, each child tries to express his or her imagination. There is a kind of "disorder" - the children suddenly begin to say that I know, I say. The group becomes a unique competitive arena. It is this situation that requires children to feel and understand each other's feelings. This requirement serves to develop this ability in them. As a result, children begin to develop mutual intimacy, mutual understanding.

Observation of play exercises with children leads to the conclusion that different plot-role games develop children's nonverbal communication skills. It cultivates the ability to maintain distance, balance in relationships, to feel the mood of the relationship, to take it into account, to keep in touch.

Of course, every game has a role in shaping tolerance in children. Therefore, before conducting game lessons, the educator should carefully prepare the purpose of the game, the necessary tools for its implementation, and carefully plan the methods of its implementation. If the educator aims to develop tolerance in children during play, then the means, methods and forms of play should be appropriate. For example, if we look at the game "With different voices", the simplest song selected in it encourages children to sing together, in collaboration, in unison. Of course, in doing so, each of them strives to demonstrate their talents. In doing so, some of them need someone's help, or someone shouldn't interfere with anyone. The desire to solve these problems together, without offending each other, serves to form a moral quality that is very important in the world - the quality of understanding each other. A loud, low, soft song gathers their spirit, strengthens their spirit, and they look forward to when we should sing the song together again. This serves to develop their interest in creativity and knowledge.

It is also important to pay attention to the fact that girls are formed by hearing, and hearing stimuli take precedence in their development. Boys, on the other hand, pay more attention to visual perception, which is based on seeing, demonstrating. Therefore, in education, we need to make extensive use of live visual media, not just telling and explaining. Children themselves should be actively involved in these activities and education. In these sessions, the educator who asks the children a question usually gets the first answer from the girls. The girls try to answer the question in detail, without haste, logically. Then we need to be willing to listen patiently without them and try to deepen the answer.

Boys think longer and answer the question in a long way. He tries to respond with a long sigh. It is therefore advisable to get an answer to the question from them after the girls.

The tools used throughout the lesson are also important. For example, in math class, boys use soldiers, tanks, cars, while girls use balls and flowers. In physical education classes, we do the right thing by setting different requirements for boys and girls for the same exercises and movements. During the holidays, children repair, clean the streets and play in the sand. The girls clean the rooms and sweep the streets. Although approaches to organizing these types of activities vary, the requirements for boys and girls remain the same. The more creatively children learn values, rules of behavior, the more they learn the skills necessary for daily life, the easier it will be for them to live. Knowledge of all the different roles that can be used in different situations of life, the formation of their effective use, the knowledge of the Uzbek people about the traditions of the Uzbek people in the upbringing of boys and girls, morality in children, such as courage, resilience, courage, confidence, sensitivity in girls comes in handy in developing qualities. One of the main principles in the organization of the upbringing of children of kindergarten age is the formation of a culture of tolerance between different sexes, the formation of the ability of boys and girls to treat themselves as human beings, to express their inner world and move it

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