

## GAME TECHNOLOGIES IN THE FORMATION OF GENDER TOLERANCE IN CHILDREN OF A LARGE GROUP OF PRESCHOOL ORGANIZATIONS

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### ABSTRACT

*An analysis of the literature and sources on the formation of gender tolerance in large groups of preschoolers showed that the principles of gender tolerance and teaching MTC of mutual tolerance are not enough. He also emphasized the need for an integrated approach to the formation of knowledge about the foundations of gender tolerance, which are mixed, vague, fragmented and confusing. This article discusses the role and importance of gaming technologies in the formation of gender tolerance in large groups of preschoolers.*

**KEYWORDS:** *Preschool Children, Gamification, Gaming-Technology, Gender Tolerance.*

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### INTRODUCTION

We all know that among activities and activities, play activity is characterized by exciting interest, motivation and aspiration at all stages of a person's life. From a psychological point of view, play activity plays an important role in the life of mainly young children [1]. This is due to the fact that the game for preschool children, the realization of the interests, interests, desires and dreams of the child's "I" is formed from person to person, gaining experience of interaction with both sexes, freedom of choice, initiative, independence, almost imagination in creativity - this is a special world where it is possible to use all the possibilities available to him. The game allows a child at preschool age to experiment with different socio-cultural, sexual roles, relationships (both in the game process and in real life), as well as experience a lot of positive emotions, impressions, unforgettable, joyful moments [9, 10].

### Analysis and Results

In preschool education, a cheerful, relaxed lifestyle of childhood is generally less suitable for transmitting knowledge about gender equality and gender tolerance. For this reason, equal treatment of the child by representatives of the same and the opposite sex is a constant and natural process. The requirement from him to treat a representative of the opposite sex separately in the first place can lead to misunderstanding and denial, rebellion. Or, family upbringing, more precisely, when there is gender intolerance in the family, it is also characteristic in most cases that the child may form a negative attitude towards the opposite sex, as he or she sees at home.

Stereotypes of a child, limited freedoms, stereotypes [3], obligations lead to stress, and when their efforts are unsuccessful, they cause depression. As a result, the loss of interest in education, society, life and people in a large team of a preschooler will be a serious obstacle to his further

development as a comprehensively developed, mature, comprehensively developed personality [2].

For this reason, many children from an early age have problems with information and communication tools, gadgets, computers, phones, social networks, video games and the inability to communicate, barriers in relationships. But these same interests shaped children's humanity, aggression, fear, denial. In the current age of digitalization and information technology, this process cannot be stopped or prevented [5]. We can use this situation only for educational purposes, that is, we can decide the situation in our favor. In general, based on the foregoing, it is reasonable to conclude that the child wants to play. The task of today's upbringing and education is to give him this opportunity.

First of all, it is necessary to dwell on the term "gamification". The term comes from the English word "gamification". This means applying game techniques to processes that are not related to the game. Game components are successfully used in global marketing, resource and human resource management, and innovation management. The essence of the use of gaming technology lies in the fact that the technology of educational gameplay is based on the use of the habitual function of the brain, that is, on receiving a reward for the work done. As we said above, every child wants his values to be realized, the values, that he wants to achieve, albeit temporarily. Spiritual interest, on the other hand, is the child's ideal imaginative model of the child's inner satisfaction [1].

In short, gamification is appropriately recognized as a technology that uses thinking through play and game mechanics in a non-game context to capture and implement a child's knowledge of problem solving.

Gamification in the process of upbringing and education of a preschooler is the process of using the game in different areas of education, which makes it possible to interpret the game as a method of education and upbringing, and as a form of education, and as a means of organizing the entire educational process. The introduction of gamification into the educational process has a number of advantages [6]:

- Ensuring that the child is genuinely interested in the gender tolerance lesson that needs to be taught;
- Encourage your child to be motivated to engage in activities they find most "boring";
- convey information about gender roles, activate the mental processes of the participants in the gaming activity, such as attention, understanding, interest, perception, thinking in the formation of gender tolerance.

Based on the theory of gender roles, it can be noted that the games of children of different sexes also differ significantly from each other [7, 8]. For example, games for girls often rely on close-ups: girls collect dolls with their treasures and riches, various fabrics, decorations, items that are considered cute for girls, and usually play in an enclosed space. According to scientists, a small space is enough for girls to play. Games for boys, on the other hand, are based on farsightedness, in which boys can chase each other, "sniff" everywhere, find and hide all the holes around them or hide an object or toy, can use unimaginable distances. like targets and play with them by throwing balls, stones, slingshots, etc. Boys need more space for mental development than girls. Girls, on the other hand, are more flexible than boys depending on psychological and genetic characteristics, so no space is required for their acrylic development [11]. Imaginationand

fantasy are also more developed in girls than in boys, so it was noticed that girls and boys growing up in the same conditions have different mental development. Also, boys who play in cramped rooms like to take risks, they can climb furniture in a vertical space, such as a tall cabinet or table, jump, climb inside the furniture, hide under the tabletop [12]. This situation reflects their need to compete in the process of natural selection, to stand out from others, to strive to be ahead, to form a sense of superiority. In addition, friendly disputes between boys create a positive environment for their mental and emotional development. Educators, on the other hand, do not always fully understand such needs of boys and can deprive children of joy or slow down their natural development through reprimands and moral embarrassment.

A game for a preschooler is a special world where there are opportunities for realizing their interests, desires, preferences, dreams, interaction with both sexes, selectivity, freedom of choice, initiative, independence, and creativity. The game allows a preschooler to try himself in different social roles, relationships (playing and real), to find a lot of positive emotions, impressions, unforgettable, joyful moments. The role-plays that children in preschool age groups started at about 5-6 years of age show that the process of distinguishing between gender identity and gender identity in children has begun. At the same time, children begin to imitate the professional, personal qualities and skills of women and men in play activities, that is, children play what they see, hear, learn in the family, social environment or on the street, through the media, as well as parents and others begin to imitate relationships between adults.

Role playing is the best way to overcome negative role stereotypes. For example, "Doctor and patient", "Gift for parents", "Who do I want to be?" Such games are just right for this purpose. For example, in each of the games listed above, you can switch sexual roles. For example, in the game "Doctor and Patient" a boy can be asked to take care of a child who plays the role of the "patient" of the doctor "What do I want to be?". in the game, girls can be asked to play the role of a guy by choosing one of the professions (driver, pilot, builder, etc.) that guys usually do in life. Research shows that in most cases, the orientation of girls in role play changes more towards the opposite sex than towards boys. The teacher and parents can correct some of the negative traits of children by distributing their roles in the game and making changes to the plot. Raising a child to take into account gender differences is designed to help the child more clearly and distinctly realize himself as a representative of one sex or another. As a result of such role-playing, children can develop gender resilience, such as "I am a girl and will always be a girl" or "I am a boy and will always be a boy." In this process, there is an opportunity to conduct sexual acquaintance and mutual understanding in accordance with the Uzbek mentality and national values, to ensure gender tolerance. For example, boys, the future head and backbone of the family, like men, show in their appearance not only masculinity, willpower, courage and "iron" muscles, but also be fair, generous, kind, gentle, compassionate and other people. , relatives.and should take care of their friends. Girls, as future mothers, wives, in addition to the traditionally accepted feminine qualities, must be active and enterprising and be able to defend their interests. This is consistent with the goal of Uzbek national education, as well as preventing the formation or development of same-sex marriages and children with unusual sexual orientation that may occur in society. At the same time, the Western community may view this issue in a negative way (for example, resistance to the natural development of the individual, or rather interference with the right to choose). At the moment, the differences between eastern and western education are obvious. In modern processes of spiritual and material digitization, globalization, these differences are hotly discussed in various groups of scientists, but since this area is not included in the object of our study, we decided not to dwell on these issues..

## CONCLUSION

As part of the study, we consider it expedient to use the following types of gaming technologies in preschoolers, taking into account the characteristics of their age:

- Role playing.
- Fairy tale therapy.
- Art therapy.
- Games that form critical thinking.

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