



## GENDER ASPECT OF FAMILY EDUCATION

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### Abstract

Studies show that the upbringing of children is significantly influenced by gender stereotypes, which are carried by parents. In addition, each of them builds educational interaction with children based on their own ideas, which are determined, among other things, by belonging to a particular gender.

**Keywords:** social distance, gender-role expectations, formation of curiosity, aspiration to leadership, invisible parent, normative expectations.

### Introduction

American psychologists E. Maccabi and C. Jacklin note several possible options that explain the position of parents in the process of upbringing and gender socialization of children.

1. Most often, parents treat children of different sexes in such a way as to adapt their behavior to the normative expectations accepted in society. Boys are encouraged for energy, activity, aspiration to leadership and victory, and girls - for obedience and caring. Behavior that does not meet gender-role expectations entails punishment.

2. Parents treat the child based on their ideas about how it should be, depending on gender.

Then the upbringing of children can occur in different ways:

- Parents seek to teach the child to overcome what they consider his natural weaknesses (for example, if they believe that boys are naturally more aggressive than girls, they can spend more effort to counteract the aggressive behavior of their sons, and daughters, on the contrary, are helped to overcome the supposed natural timidity);
- Parents consider "natural" behavior for this sex to be inevitable and do not try to change it (for example, therefore, boys get away with pranks for which girls are punished);
- Parents perceive the behavior of boys and girls differently, noticing and reacting mainly to such actions of the child that seem unusual for his gender (for example, if the boy is timid and the girl is aggressive).





3. Depending on whether the gender of the child matches the gender of the parent, the process of upbringing by each of the parents is built differently:

- Everyone wants to be a model for a child of his gender and is especially interested in teaching him the “secrets” of his own gender, so fathers pay more attention to sons, and mothers to daughters;

- In communicating with a child, everyone shows those traits that he is used to showing in relation to adults of the same sex as the child (for example, relations with a child of the opposite sex may contain elements of coquetry and flirting, and with a child of the same sex - elements of rivalry). The usual stereotypes of domination-submission are also transferred to children, especially during their growing up (for example, a woman who is dependent on her husband and, in general, on adult men, will show the same attitude towards her son, and not towards her daughter);

Parents are more likely to identify with their children than those of the opposite sex. In this case, the mother or father notices more similarities between himself and the child and is more sensitive to his emotional states. This largely depends on the self-consciousness of the parent.

4. As a result of innate sex differences, which manifest themselves already in early childhood, boys and girls provoke different attitudes of their parents towards themselves. As a result of the same innate differences, the same parental behavior can cause different reactions in boys and girls. Thus, the child "forms" the parents no less than they educate him, and the real style of upbringing develops in the course of their concrete interaction. Moreover, both the requirements for the child and the effectiveness of parental influence are initially not the same for both sexes.

Being a bearer of gender stereotypes, as well as due to objective circumstances, each of the parents participates in the upbringing of children in different ways.

The role of the father in the upbringing of children. A number of studies show that mothers are more involved in raising children, and only 26% of fathers are involved with the child on an equal basis with the mother. Therefore, children want to be with their father more often, complain about his constant absence from home, and the term “invisible parent” has become fixed in the literature, which reflects the degree of participation of fathers in raising children. At the same time, in families where there is no father, male traits are formed more slowly in boys, they grow up less aggressive and more dependent; this is especially pronounced in children under the age of 4 years.

The traditional male social role negatively affects fatherhood and not only the frequency of communication with children, but also its closeness.

The manifestation of tenderness, affection, care for the child is given to many fathers with labor due to a gender stereotype that limits their expressiveness. I. S. Kon writes





about this: "The comparative coldness and the presence of social distance in the relationship of the child with the father, often regarded as evidence of a decline in paternal authority, they are rather remnants of the mores of a traditional patriarchal family in which the father did not dare to approach and he himself was obliged to stay on top.

According to a number of researchers, fathers, unlike mothers, almost never interact with children during the first year of their life. Therefore, their emotional closeness with children is at a low level. As the child grows up, the father's interaction with him intensifies.

Fathers begin to involve their children more often in various impromptu games associated with fuss and confusion, communicate more with their kids in public places: amusement parks, zoos, museums.

The father lays the foundations of rationality in the child. He pays more attention to the formation of curiosity through reading fairy tales, poetry, drawing, listening to music, communicating with nature, joint walks and excursions, accompanied by the necessary explanations.

Fathers are less inclined than mothers to adjust their speech to the level of understanding of the child, therefore they use less familiar vocabulary and more complex grammatical constructions. Thus the father plays the role of a "bridge" between the narrow family circle and the outside world, expanding the child's linguistic and practical experience.

Fathers are more attentive to how children perceive themselves. Unlike most mothers, they are more likely to accept their children for who they really are and are less influenced by stereotypes about children. At the same time, fathers tend to underestimate the abilities of their child, they pay more attention to his social achievements.

In mothers, the positive perception of their children steadily increases from age to age, while in fathers, the opposite trend was found. Fathers rate their adolescent children higher than mothers (fathers have 2 times less negative characteristics of their children). When evaluating high school students, the number of positive characteristics given by fathers drops sharply, while the number of negative ones increases.

Fathers are much more gender selective. The images of sons and daughters in their minds differ significantly from each other, while mothers do not have such differences. First of all, this concerns bodily-physical characteristics, which are much more in the images of fathers in the images of daughters than in the images of sons.





In the formation of responsibility in the child, the father plays a more important role than the mother. Attaching more importance to independence, he gives the teenager the opportunity to be responsible for his actions, with more respect than the mother, refers to her child's desire for independence. As a result, adolescents have fewer conflicts with their fathers. Interesting, however, is the fact that for adolescents with a high level of responsibility, their relationship with their mother is more significant, and for those with a low level of responsibility, their relationship with their father.

The influence of the mother on the child is usually direct, while the father influences the baby often indirectly, through the mother. Fathers prefer physical punishment, and mothers more often choose indirect or psychological influences on both sons and daughters.

The role of the mother in the upbringing of children. The different behavior of the mother depending on the sex of the child attracts attention from the first weeks of his life. During the first months, mothers are more likely to be in physical contact with their sons, but they talk more to girls. After the sixth month, mothers have increased physical contact with girls. Subsequently, boys are weaned from physical contact earlier than girls. It is assumed that this contributes to greater independence of the former.

Unlike fathers, mothers are very worried about the child's appetite. They have a pronounced dominant desire to feed the baby, which manifests itself already during the period of breastfeeding and persists after weaning the baby from the breast. A child's poor appetite is a source of much grief for the mother, and her mood is sometimes in direct proportion to the amount he has eaten. At the same time, it is quite difficult to meet a father who has a spoiled mood about the child's lack of appetite.

Mothers unequally encourage children of different sexes. They stimulate with a word, and for girls they use other types of encouragement: they make small gifts, arrange unexpected holidays, kiss, hug, stroke them on the head. Scientists believe that it is the sons who need the warm participation of their parents in order for them to develop the ability to directly express emotions. Otherwise, the boys will not develop empathy, the desire to assist.

Mothers communicate with children in the process of caring for them, and fathers interact with them in the process of play, often showing more physical strength, activity and spontaneity in dealing with children. Play between father and child is cyclical, with bursts of excitement and mutual attention followed by periods of minimal activity. Mothers engage their children in gentle, calm, predictable games, or engage in traditional games such as patty, mother-daughter, etc. Fathers, on the other hand, tend to play unusual, energetic games that children especially enjoy.





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