



SPECIFIC FEATURES OF GENDER APPROACH IN TEACHING A FOREIGN LANGUAGE

Khamdamova Sevara Oybekovna¹

¹A teacher of "Teaching languages"
Department, "Management in production" faculty,
Ferghana Polytechnic
Institute, Uzbekistan,
Ferghana

ABSTRACT

The article under discussion describes specific features of gender approach in teaching a foreign language (English). The author of the article analyzes the models of foreign language teaching, taking into account the gender characteristics of students. In particular, the importance of gender education in teaching a foreign language, its role in the formation of communicative motivation, and the development of foreign language communicative competence are investigated in the target article.

KEY WORDS: *Gender approach, learners, motivation, gender features, motivation of teaching a foreign language, development, education, intellectual, significant changes.*

INTRODUCTION

In recent years, much attention has been paid to the concept of "gender" in science and society. History, philosophy, sociology, linguistics, culturology, ethnography, pedagogy and psychology are engaged in gender studies. Pedagogical experience shows that quite significant changes have taken place in the educational space, there is a clear polarization of intellectual abilities of a person, the so-called "middle", which was previously oriented to many teachers, has disappeared. Such an unstable state of affairs in the educational space forces a teacher to look for new approaches and methods to learning and new relationships between teachers and students [12].

In psychological science there is a clear distinction of concepts: gender (biological sex) and gender (social sex). Gender is a biological phenomenon that describes the functional biological differences in the reproductive systems of living beings, including humans. The term "sex" should be used to describe the complex of reproductive, somatic, behavioral characteristics that define an individual as a man or woman. As a biological phenomenon, sex is the subject of natural sciences as well as psychophysiology and general psychology of sex. Biological sex exists objectively, but in the consciousness of an individual it is represented in the form of subjective knowledge determined by social

notions, social stereotypes, cultural patterns of behavior that are associated with belonging to a certain sex, communication and interaction practices that take into account the differences between men and women, as well as the use of sex for social and personal purposes. In this aspect, gender exists independently, regardless of biological characteristics and is defined by social and interpersonal relations, and here the term "gender" is more appropriate. Thus, the term "gender" is used when it is important to highlight the social and cultural differences that occur in the behavior of men and women. These can be differences in group status: domination (usually men), subordination (usually women), in the social roles performed (motherhood, fatherhood), in the level of social activity: professional activity (traditionally considered the prerogative of men), domestic work (the prerogative of women), although in the modern world, the activity of many women is directed not only to the household, but also to professional activity [5].

LITERATURE REVIEW

A number of psychological and pedagogical studies study gender specific features of personal development and learning. Thus, from the point of view of S. L. Bem, gender can be considered as a certain cultural (gender) scheme, to which an individual of a certain sex correlates himself [1]. From L.A. Golovey's point of view, gender is a social



institution. From the point of view of L.A. Golovey's ethnomethodological concept, gender is a social institution [2]. Garfinkel's ethno-methodological conception of gender is considered as "people's communicative intervention" [3].

L.V. Kaznachevskaya studied the differences between girls and boys on two levels: cognitive and psychological. Her work shows that at the cognitive level, when processing educational material for young men, the quality of the material is more important than its volume; for young men, rather than for girls, is characterized by subject and instrumental activity; also young men are more inclined to independent research and practical activity; when choosing between the possible and the real, young men are more inclined to the area of the possible and are interested in virtuality and computer technologies. The spirit of competition and wrestling is more typical for young men. At the psychological level, boys are more dependent on their future professional activity than girls, and more susceptible to the syndrome of mixing roles [5].

In contrast to young men, when processing educational material, girls prefer quantity, are more inclined to verbal activity, show more interest in topics related to the personality, and girls are more rational in choosing between the areas of possible and actual. Girls also have a competitive spirit, but compared to each other. On the psychological level, girls' self-consciousness is determined by interpersonal relations; in the process of self-affirmation, they see not a goal but a means, more receptive to changes in the surrounding reality, more sensitive and vulnerable [7].

In E.P. Ilyin's opinion, boys' professional self-determination is conditioned by a common life perspective, while girls' life and professional self-determination are not connected with each other, girls' self-determination is, as a rule, situational and emotional, and the worldview is less holistic in comparison with boys'. This phenomenon is explained by the difference in the formation of self-image of girls and boys [4].

I.S. Kletsina believes that young men are more pragmatic in their choice of work. They try to choose a job that will give them power, benefit, and independence [6]. L.A. Golovey concludes that social and artistic orientation prevails among girls in professional terms, and entrepreneurial and research orientation prevails among young men [2].

According to T.E. Ovchinnikova, the implementation of the gender approach in foreign language lessons means that the teacher should have a clear idea of the essence of the categories "masculinity" and "femininity" [7]. The notions of "masculinity" and "femininity" reflect normative notions of what men and women should be, what they should do, and what their role in society should

be. Masculinity and femininity are only indirectly related to the biological sex of the individual; these categories are social. In psychological science, there are various systems for measuring masculinity and femininity. The earliest system was developed by L. Terman and C. Cox-Miles in 1936. The researchers attributed such features as the presence of a loud voice, love of hunting, disobedience in childhood, resistance to physical pain. Directly opposite qualities were recognized as feminine. These qualities blended in with traditional models of masculinity and femininity.

METHODOLOGY

Various psychological methods are used to identify the gender characteristics of those studying a foreign language: observation, experiment, questionnaires, interviews, tests, modeling, etc. They study the most well-known sets of personal characteristics: extraversion, openness to cognition, caring, conscientiousness, which usually reveal gender differences. They have test norms for boys/men and girls/women.

From the point of view of a number of authors, gender peculiarities should also be taken into account in the process of teaching a foreign language [4]. Scientific knowledge about gender characteristics, the dynamics of the formation of the psychological sex, and the main features of gender manifestations in communication, behavior and educational activities contribute to the implementation of the principle of taking into account the individual and age characteristics of students in teaching a foreign language and the implementation of a differentiated approach in the educational process. The gender approach in foreign language teaching contributes to the solution of problems faced by teachers during classes, drawing their attention to their own gender characteristics and expanding their self-awareness and possibilities for reflection on their mental organization and themselves as subjects in the teaching process.

During foreign language classes, collective, generally significant norms are learned, and they become part of the personality and subconsciously guide its behaviour.

The formation of gender psychology varies between men and women, in both cases the roles of father and mother are significant, and this is due to the differences in these roles. There is a widespread opinion that the mother in the family creates an emotional climate, on which the formation of the learner's spiritual well-being depends to a large extent, and the father plays a role in the normalization of the learner's world, in the formation of a system of values, basic ethical assessments, as well as a picture of himself, which directly affects the



formation of personality. The father contributes to an adequate self-relationship, which allows them to cope better with cognitive and interpersonal tasks than learners raised without the father or with his inadequate influence.

Learners learn social norms and values through the process of imitating and identifying themselves with their parents. These processes are particularly important as they are not understood by learners and are not controlled by parents. The learner is guided by the example of the parents, tries to become like them, adopts the peculiarities of the parent's semi-regular behavior.

Thus, the family is the first and basic environment in which a person receives information about his or her field, what the opposite sex is, and gender relations. Cultural stereotypes and own experience tell parents what a man and a woman should be like. At the same time, the attitude of fathers to daughters is always a little like that of little women, and mothers to sons like that of little men. Thus, in full families, a child already at a very early stage of development receives information about his own sex. In quiet, balanced families, where the position of any member of the family did not become a dictate for others, the child easily and naturally perceives his sex and sexual behavior.

If a foreign language teaching is based on the gender approach, then during learning, for example, the topic "About Myself", which includes the subtopic "My Family", it is assumed to use information about the family composition of the students, relationships in the family and the responsibilities performed by each family member. For this purpose, it is advisable for the teacher to conduct interviews with students. This information will make it possible to distinguish between different types of tasks in class and homework (drawing up dialogues, creating a genealogical tree with oral or written comments, writing an essay and creating a monologue on the topic "My Family"). The correct distribution of gender roles during the lessons will contribute not only to the effective learning of lexical material, the formation of cognitive interest in a foreign language, but also to the gender socialization of students.

During lessons on a foreign language it is expedient to use role-playing games with the distribution of gender roles during the whole period of learning a foreign language. With the help of such games in a foreign language lessons, a student can more easily master the vocabulary, norms and rules of life in society necessary for communication in a foreign language, develop his intelligence and emotions, imagination and speech. Playing life stories, modeling the relationship between "doctor" and "patient", "chauffeur" and "passengers",

"mother" and "daughter" in a foreign language, students begin to navigate in these relationships. Gender socialization continues throughout a person's life, but as he or she grows older, the autonomy to choose values and benchmarks grows. Socialization constructs a gender identity and the community to which the individual belongs.

CONCLUSION

Modernization of higher education, transition to a personalized model of interaction directs teachers to the educational needs of students' personality. Since the personality is a category of gender, the real priorities in education open up the prospects for revival and development at the current level of a differentiated approach to the organization of education and training of students of different sexes.

So, taking into account the experience of teaching a foreign language, it should be noted that in an audience where only representatives of the "fair sex" should pay close attention to the following aspects: 1. tasks should be more clearly structured; 2. the volume of information should be dosed; 3. more visible; 4. creating a positive emotional climate; 5. emphasis on mutual help, working in pairs, in a team; 6. forming communicative motivation; 7. creating conditions for communication on favorite topics; 8. tender analysis of educational texts. As well as the choice of such authentic texts, with the help of which it is possible to show and help find the beautiful in life, in nature, in yourself, as well as in a person of the opposite sex. Yes, the "strong" and "beautiful" sexes should not always be brought up and taught in the same way. The implementation of a gender-sensitive approach to learning contributes to a change in the role and emphasis of the teacher, creating a comfortable environment for each learner, using special methods. And the result of this approach will be a faster and more qualitative process of teaching a foreign language.

REFERENCES

1. Bem S.L. (2004) *Lenses of gender. Transformation of views on the problem of gender inequality.* Moscow: Rosspan. P.45
2. Golovey L.A. (1999) *Differential-psychological factors of the professional self-determination (in Russian) // Problems of personal self-realization.* St. Petersburg: St. Petersburg State University Publishing House. P.p. 76-83
3. Garfinkel G. *Research on Ethnomethodology (1993) // Socio-cultural problems of industry, transport and services development: history and modernity: Materials of Russian scientific conference Omsk.* P.p. 74-78
4. Ilyin E. P. (2005) *Differential psychophysiology of a man and a woman.* Moscow. P.89



5. Kaznachevskaya L. V. (2001) *To the question of gender education: report at the VI Scientific and Practical Conference. Language, Culture, Communication // St. Petersburg: MGLU. P.p. 72–78*
6. Kletsina I.S. (2006) *Gender psychology and directions of its development // Workshop on Gender Psychology. Moscow. P.56*
7. Ovchinnikova T.E.(2007) *Gender approach in teaching students a foreign language. Orenburg. P.209.*
8. Senenko S. (2005) *Masculinity and femininity: from binary opposition to holistic humanity // Mirror of the week. № 43. P.79*
9. Smirmova N. A. (2007) *Realization of the gender approach in foreign language lessons using interactive teaching methods. Moscow. P.p. 483-484.*
10. Khamdamova S.O. (2018) *Methods of teaching as a component of educational process in national groups // Problems of science and education. №10 (22). URL: <https://cyberleninka.ru/article/n/metody-obucheniya-kak-komponent-uchebnogo-protssesa-v-natsionalnyh-gruppah-1>*
11. Khamdamova S.O. (2018). *Problem of education of discipline of personality // Problems of science and education. №10 (22). URL: <https://cyberleninka.ru/article/n/problema-vospitaniya-distiplinirovannosti-lichnosti>*
12. Khamdamova S.O. (2019). *Gender approach in teaching the english language // Problems of science and education. №12-2 (145). URL: <https://cyberleninka.ru/article/n/gender-approach-in-teaching-the-english-language>*
13. Umaraliev Z.B., To'ychiev I.K., Akramova N.M. (2019) *Problems encountered in learning English for specific purposes // Questions of science and education.. №3 (47). URL: <https://cyberleninka.ru/article/n/problems-encountered-in-learning-english-for-specific-purposes>*