



GENDER APPROACH IN TEACHING A FOREIGN LANGUAGE

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| Article history: | Abstract: |
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| Received: August 22 nd 2021 Accepted: September 23 rd 2021 Published: October 30 th 2021 | In the modern world, the problem of gender education is of concern to both scientists and practitioners. This is largely due to the fact that attention to the child is increasing, and gender characteristics are one of the main characteristics of the personality. Namely, upbringing presupposes the correct assimilation of gender roles, which implies gender equality, the absence of gender prejudices and gender discrimination. The need to use a gender approach in teaching and upbringing of schoolchildren and young learners is noted by many domestic and foreign teachers. |
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The development of effective methods of teaching foreign languages is based on the achievements of linguistics, psychology, pedagogy and related scientific disciplines. Modern science has a large amount of empirical data showing the need for a deep analysis of the factors that influence the system of education and upbringing. One of these factors is gender.

The relationship between language and gender has long been of interest within sociolinguistics and related disciplines. Early 20th century studies in linguistic anthropology looked at differences between women's and men's speech across a range of languages, in many cases identifying distinct female and male language forms. Gender and Language is a different and rapidly developing field, which has both academic and popular aspects. In recent decades, there has been a significant increase in interest in the problem of a differentiated approach to the upbringing of children of different sexes in pedagogical theory and practice. It is possible to identify a number of factors that contributed to the actualization of the problem of gender education during this period.

Education is more than a social service: It can serve to develop identities and influence deeply seated cultural norms, and it plays a vital role in shaping the understanding of gender roles and responsibilities and in internalizing positive gender norms during childhood and adolescence. The education system and the teachers who work within it thus play a critical role in the process of promoting gender equality and providing opportunities for girls and boys to contribute

equally and positively to peacebuilding processes for future generations.

Differences in the work of the brain of boys and girls, in thinking, in behavior have been experimentally proved and scientifically substantiated.

In some countries, studies were conducted: scientists tried to understand why there is a massive feminization of men and masculinization of women. Based on the results obtained, it was concluded that the feminine and masculine principles require strict educational techniques. The male style of behavior in boys develops not only in connection with his biological belonging to the male sex, but also as a result of upbringing according to the male model. Raising boys according to the female model leads to the destruction of gender identity.

Based on the above, textbooks are created for learning English, taking into account the gender characteristics of students, designed to stimulate increased motivation in foreign language lessons. Based on general methodological requirements, in the senior grades, reading becomes the leading type of speech activity. Texts are selected from contemporary American and English literature. The content of the texts for reading is of a universal, humanistic nature and is aimed at the formation of qualities inherent in nature to girls and boys. In English lessons, such techniques and forms of work are used that help to teach and educate them, taking into account gender differences in the organization of mental activity. So, girls are characterized by abstract motives, the expectation of success, the motive of duty, femininity.



For boys, material motives prevail. They often set themselves vital goals, so the content of the bots is of a social, ideological nature.

The use of gender tests in teaching English meets the principles of the modern concept of communicative teaching in a foreign language culture, which is focused on the student's personality. With such training, students' experience, their worldview, feelings are more effectively and purposefully used. Gender texts allow at a higher level with a higher degree of trust to discuss current life problems, to express their attitude to the issues raised in the texts, to substantiate and defend their opinion with great interest.

Boys often find themselves in situations that require the manifestation of strength, independence, authority, desire for competition - qualities that are not combined with the concept of femininity. Therefore, they are more willing to perform creative tasks that require invention, competition, observation.

The girls' foreign language speech turns out to be more correctly constructed and grammatically formed. Girls quickly master new structures, but less often use them in speech activity, which is characterized by characteristic stability. Boys are more successful in performing tasks requiring observation of the language, while girls are more willing and successful at memorizing language material and completing listening tasks.

The "grasping" of new speech patterns for episodic use and their rapid forgetting is more typical for boys, while the consistency and repetition of lexical and grammatical structures is more typical for girls. It is characteristic that the passive vocabulary of words is higher in boys, and they are more successful in recognizing infrequently used words in the text. The advantage of girls is a wider stock of actively and consistently used words. Girls show an increased ability to recall knowledge, while boys show a higher willingness to act in unexpected situations.

In the course of completing the task, girls try, first of all, to remember useful information, boys enter into a discussion, express their opinions and challenge the proposed keys to the answers. Girls as a whole are more likely than boys to be receptive to educational information with a mindset to master it.

The effectiveness of separate education is the high quality of teaching and education of students in separate classes.

Boys need a high pace of work, a change in activities, information richness, while girls need a thorough study and detailing of information, rules and technology.

Girls like to act according to an algorithm, and boys prefer brainstorming.

It is important for boys to emphasize the complexity of the task so that they can eventually feel like winners, for girls, on the contrary, it is necessary to emphasize the "familiarity" of knowledge.

Girls are very emotionally sensitive, therefore, it is necessary to give facial and gestural support during the girl's response. It is necessary to praise the girls.

Boys are characterized by "competitiveness", therefore it is necessary to use group work with elements of competition.

Life puts boys in situations that require the manifestation of independence, strength, so they with great striving perform tasks for ingenuity.

The life of girls is full of emotions, and it is the gender approach in teaching English that helps girls in self-realization.

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