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GENDER APPROACH AND ITS MAIN FEATURES IN THE EDUCATION OF LANGUAGE

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Annotation:

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. In the modern world, the gender approach is more often implemented through a special educational process. Boys, regardless of their abilities, are offered more natural sciences, and girls-humanities. In addition, there are stereotypes that men are aggressive, dominant, active, independent, wise and unemotional, and the typical male image is a socially inorganic style of behavior, rational abilities. And women necessarily have such qualities as emotionality, tenderness, dependence.

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At the turn of the XX - XXI centuries, a new direction appeared in Russian pedagogical science – genderology, a science that deals with the consideration of social interaction between representatives of the male and female sexes based on intersex social predisposition.

The concept of "gender" was borrowed by domestic researchers from foreign colleagues in 1980. For the first time, this concept was introduced into the scientific literature by the American teacher J. Joan Scott, in order to show the differences in the socio-role relations of women and men. Modern science distinguishes between the terms "gender" and "gender" (gender). The first was used to denote the anatomical and physiological characteristics of people. With the help of these features, all human beings are divided into men and women. But in addition to the biological differences between the sexes, there are also differences in their social roles, differences in behavior and emotional characteristics. The English word "gender" was borrowed to denote the social interaction of men and women.

Modern proponents of single-sex education justify their position of the following arguments: children in joint classes adopt from each other sharing features (girls, boys, and Vice versa); and boys girls varies the brain (the boys, as a rule, development of the left hemisphere, so they need experiments and evidence, and the girls right, and the knowledge they perceive through the emotions); the process of sexual maturation is better in same-sex class, because it helps to avoid ridicule from the opposite sex; it

is possible that girls and boys stop respecting the opposite sex, and they will transfer this to their future adult life.

Kostikova I. writes: “it's not that the sexes need a differentiated approach from the teacher, and that they are forced to deal with a complex world of changing gender stereotypes, which come into conflict with personal the desires and inclinations of a person. To explain the nature of stereotypes, to show their variability and social conditionality – these are the tasks of the gender approach in education”.

To solve the problem of gender education, it is possible to use various means and methods. In order to determine the methods and means of gender education,

It is necessary to consider these concepts. Podlasiy I. P. defines methods of education as ways (ways) to achieve a given goal of education. In school practice, methods are methods of influencing the consciousness, will, feelings, behavior of pupils in order to develop their given qualities.

Educational methods contribute to the acquisition of experience in the use of knowledge already acquired in the learning process, the formation of appropriate skills, habits, behaviors, value orientations on their basis. The choice of the most effective methods of education is determined by the content of education, the characteristics of the pupils, the abilities and the capabilities of the educator and his/her methods.

Currently, the most objective and convenient classification of educational methods is based on their orientation – an integrative characteristic that includes in unity the target, content and procedural aspects of educational methods (G. I. Shchukin). In accordance with this characteristic, three groups of methods of education are distinguished:

- Methods of forming a person's consciousness (persuasion, story, conversation, dispute, explanation, example).
- Methods of organizing activities and forming experience
- social behavior (training, exercise, problem situation)
- Methods of stimulating behavior and activity (stimulation, encouragement, encouragement, competition, punishment).

Gender relations are an important aspect of social organization. They express its system characteristics in a special way and structure the relations between the speaking subjects. The main theoretical and methodological provisions of the gender concept are based on four interrelated components: cultural symbols; normative statements that set directions for possible interpretations of these symbols and are expressed in religious, scientific, legal and political doctrines; social institutions and organizations; self-identification of the individual. Gender relations are fixed in the language in the form of culturally conditioned stereotypes, leaving an imprint on the behavior, including speech, of a person and on the processes of her linguistic socialization.

Almost every teacher pays attention to the differences that exist between boys and girls. These differences should be considered at five levels: genetic, physical, cognitive, psychological and at the level of communication.

Girls	Boys
Differences at the genetic level	
Girls have a more developed left hemisphere, which is responsible for the regulation of speech, writing and counting, intuitive orientation in space, developed concrete-visual, imaginative thinking. Long-term memory dominates.	In boys, the right hemisphere dominates, which is responsible for orientation in space, abstract thinking. RAM and fantasy also prevail.

Differences at the physical level	
Girls have less mass, but more grace, flexibility and mobility. Girls quickly develop accuracy coordination they are careful and careful, they have great accuracy and coordination in their movements.	Boys have a large body weight and great physical strength, they develop motor skills faster.
Differences at the cognitive level	
Girls are dominated by a quantitative approach to the study of educational material, they are characterized by clarity of analysis, are inclined to an algorithm, a template, they also have intuition and foresight, an analytical approach, the ability to analyze on an emotional and sensual basis. The concentration rate, unlike boys, is lower.	Girls are dominated by a quantitative approach to the study of educational material, they are characterized by clarity of analysis, are inclined to an algorithm, a template, they also have intuition and foresight, an analytical approach, the ability to analyze on an emotional and sensual basis. The concentration rate, unlike boys, is lower.
Differences at the psychological level	
In girls, adaptation to the environment goes through an experience, an emotional breakdown. But they are easier to tolerate stressful situations through switching to other emotions or tears. They rely more on intuition. They have a good volume of short-term memory and a good vocabulary. Attention is developed quite well.	Boys have a quick reaction to the impact of the environment, a quick adaptation to it. They hardly tolerate stress.
Communication component (differences at the level of communication)	
Girls are compassionate, often show tenderness and care. They are prone to changes and diversity in communication.	Boys are aggressive, often show cruelty and severity, are constant in friendship, are more determined in their actions, like risk; there is a sharp alternation of activity and passivity.

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