

METHODS OF TEACHING FOREIGN LANGUAGES TO CHILDREN BASED ON THE GENDER APPROACH

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Annotation: this article examines the impact of the gender approach on the features of the methodological Organization of the process of teaching foreign languages. Also, the mechanisms of teaching a foreign language to preschool children of older age are highlighted.

Keywords: gender approach, teaching methods, gender characteristics, differentiation in education

Modern education has focused on international standards that focus on individual personality traits. In teaching a foreign language, such a differentiated approach is considered the most effective and justified. Differentiation in education takes into account socio-cultural, young, emotional characteristics, self-esteem of students, as well as their position in the group, which makes it possible to most effectively organize the educational process. The sexual factor has a multifaceted influence on the features of thinking, perception, interpretation and practical use of the information obtained. Obviously, when choosing a specific strategy and training tools, it is also necessary to take into account the gender characteristics of the audience. The influence of Gender differences on the success of mastering educational materials in the subject of "foreign language" has been considered by many researchers. Nevertheless, the topic is very relevant, since extensive research was carried out in the early stages of education, and mainly the preschool organization influenced the education of its adult educators. In addition, there is a trend in modern society to change the concept of gender. The social roles of men and women are changing. Feminization of men and masculinization of women are becoming integral features of modern society typological classification of language skills involves the choice of rational and intuitive ways of mastering language. The first method was found

to be specific to the type of thinking of the left hemisphere and the second to the type of the right hemisphere. Researchers of the first approach believe that the owners of one or another method of mastering the language can achieve high results, but how does the theory of functional asymmetry of the brain with the help of various tools and strategies relate to gender? Studies have shown that the left hemisphere of girls' brains is formed quickly, so they think in a more rational way. The Centers of the cortex of the right and left hemispheres of girls are able to access functional interhemispheric connections, so they are easier to switch from one activity to another. Petrova V. A. as a result of research carried out by, it was found that girls are statistically superior in the performance of spelling work (correction of spelling errors, dictionary dictations, Home mini-compositions). Girls perform grammatical tasks better than boys, which is undoubtedly due to the fact that the study of grammar is based on rational-logical methods inherent in the type of thinking of the left hemisphere. In the main types of speech activities carried out by boys, the acquisition of communicative skills has its own differences. Boys tend to quickly master new speech patterns, but they are quickly forgotten. Attention in boys is much more unstable than in girls. They further developed visual-spatial abilities. The period of labor productivity will come later. Thus, the results of many studies allow us to talk about the important advantages of girls at the level of mastering reading and writing skills. Children show on average the same results when performing listening tasks. There is no statistically significant difference in mastering monological and dialogical speech skills, although a certain gender identity has been noted in teaching speech. In the main types of speech activity, the acquisition of communicative skills occurs in different ways by different genders. The properties of interhemispheric interaction are genetically programmed, but the possibility of their reconstruction under the influence of various social factors cannot be denied. According to the theory of functional asymmetry of the brain, it was considered how one or another method or strategy can be determined when teaching foreign languages, taking into account the gender component. Some researchers believe that it is essential for girls to focus primarily on traditional teaching methods. The teacher should focus on presenting the theory through practice. Sexual differentiation of adolescents affects the formation of an individual, his perception and interests of the

world around him, which is associated with the development of gender social skills. Activities built taking into account the division of interests affect the emotional attitude of children and, as a result, lead to an increase in learning motivation. Also, girls become more emotional and impressionable with the predominance of imaginary thinking. In the process of perception, they pay more attention to the emotional content of speech. The guys pay more attention to the detailed content of the speech, in accordance with the trend of analytical thinking of their interests. From adolescence, gender differences are already clearly manifested. However, between 80% and 85% of men have a predominantly masculine mind, while 15-20% have a certain degree of feminized consciousness. And about 10 percent of women have a brain programmed for male behavior. Thus, gender dominance does not always correspond to gender, in addition, in modern society there is a tendency to feminize men and masculinize women. It allows us to understand and discuss the impact of stereotypes on the preferences, opportunities and social roles of men and women in our lives. Thus, the perception of the surrounding world and the sphere of interest of the individual is determined not only by its biological sex, but also by its socio-cultural gender. Thus, we can conclude that the implementation of the gender approach is to create conditions for maximum awareness and disclosure of female and male abilities in the educational process of students. But why do modern methods of teaching a foreign language not pay enough attention to the fact that students of different sexes and ages perceive the material differently? The implementation of the design of the educational process using the Gender aspect faces certain difficulties. But many teacher-psychologists say that separate learning negatively affects the development of full-fledged human qualities in the field of consciousness and affects the socialization of the child's personality. Secondly, educational programs have not been developed in this direction, and the content of assignments, taking into account the gender component, requires significant training and emotional involvement of teachers. It is difficult to implement a gender approach in mixed groups. It is necessary to take into account various methods of teaching in children at the same time. Methodically, this can be done through the use of interactive teaching methods and the principles of problem learning. This allows students not only to learn more efficiently, but also to adapt more easily to the world around them.

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