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DEFINING THE DIFFERENCES BETWEEN GENDERS IN FOREIGN LANGUAGE LEARNING STRATEGIES

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ABSTRACT

This article discusses the differences between genders in foreign language learning strategies, the gender characteristics of students' personality: "gender", "masculinity", "femininity", "strategy" during the process of foreign language teaching. It should be noted that in pedagogy, gender socialization means a socio-pedagogical two-way process of creating ideas about femininity and masculinity in girls and boys. We think that the definition of a gender-created personality given by S. Boehm seems interesting to us: "A gender-created personality is both a product and a process."

KEYWORDS: *Gender, Gender Approach, Gender Characteristic Of Personality, Gender Identity, Foreign Language Learning Strategies.*

INTRODUCTION

The attention to the gender characteristics of students' personalities, orientation to international standards, as well as an increase in the role of self-development are clearly distinguished in linguistic education at the present time. Lack of taking into account the gender characteristics of a person in the process of teaching a foreign language, there is insufficient understanding of pedagogical phenomena in the context of the system of expectations regarding the norms for the performance of gender roles by students become a serious obstacle to improving the educational process in a pedagogical university.

MATERIALS AND METHODS

According to the fact that the gender identity of students determines their individual strategies for learning a foreign language requires substantive concretization of the basic concepts used in philosophy, pedagogical practice and psychology. One of the main concepts of paramount importance for our article is the concept of "gender".

The definitions of this concept differ from each other depending on the aspect of its consideration. It is interesting to highlight the meaningful characteristics of the concept of "gender" in psychological, pedagogical and sociological sources.

The term "gender" is borrowed from the English language. Macmillan English Dictionary for Advanced Learners define the term "gender" is (1) the fact being either male or female = sex. (2) In Linguistics the gender of a word is whether it is masculine, feminine or neuter [1]. The term "gender" is defined as a cultural phenomenon in many sociolinguistic books. According to the social classification, it is subdivided into "masculine" and "feminine". "Sex" is a word that correlates with biological differences between a man and a woman. According to the American psychologist S. Boehm, gender is a set of social and cultural norms, which in society, through power and domination, are can be performed by people depending on their gender [2]. We think that the definition of a gender-created personality given by S. Boehm seems interesting to us: "A gender-created personality is both a product and a process. This is both an individual set of masculine or feminine traits, and a way of creating reality, which in itself creates these traits". [2]

From the point of view of modern sociology, the term "gender" means the social role intentions of men and women in relation to each other. Unlike the concept of sex, gender concerns not only the physiological properties by which representatives of different sexes differ from each other, but also socially formed traits inherent in the concepts of "femininity" and "masculinity" [2].

Thus, the term "gender" is used in cases where it is important to emphasize the socially and culturally determined differences found in the behavior of men and women, and to give a holistic mental representation of gender, filled with cognitive and behavioral meaning, obtained by a person in the process of gaining personal experience...

Currently, in world culture, there is a weakening of the polarization of female and male social roles, which makes noticeable changes in the process of gender socialization of the individual. It should be noted that in pedagogy, gender socialization means a socio-pedagogical two-way process of creating ideas about femininity and masculinity in girls and boys. This process is aimed at improving their personality and is focused on the formation and development of behavior inherent in the representation a certain gender in the process of performing various social roles [3].

In the process of pedagogical interaction, it is necessary to create conditions for maximum self-realization and disclosure of the abilities of both female and male students. Taking into account gender psycho physiological and personal differences helps to increase the efficiency of the process of teaching a foreign language. Scientific knowledge about gender characteristics, the dynamics of the formation of the psychological sex, the main features of the manifestations of gender in communication, behavior and learning activities contribute to the implementation of

taking into account the individual and age characteristics of students, the implementation of a differentiated approach in the educational process.

The use of a gender approach in teaching a foreign language contributes to solving the problems facing the teacher during classes, drawing his attention to his own gender characteristics, expanding self-awareness, the ability to reflect on his mental organization and himself as a subject in the pedagogical process.

For the successful implementation of a gender approach in foreign language classes, it is necessary to have a clear understanding of the essence of the categories "masculinity" and "femininity. Masculinity and femininity are social categories and are only indirectly related to the biological sex of a person. According to researchers, the gender identity of students determines their individual strategies for learning a foreign language.

There are various definitions of strategy. So, in the psychological encyclopedia, the word "strategy" means skillful leadership, a plan of behavior or action, a deliberately composed set of operations to solve a problem or achieve a goal.

According to E. Kassels, the strategy is a model of the organization's behavior, which it follows to achieve its long-term goals [4].

According to R. Oxford, a strategy is a mental process that learners use to support the storage, acquisition, reproduction and use of information. These are concrete actions of students aimed at increasing efficiency, speed, ability to transfer to new situations, self-direction of learning [5]. These are memory strategies, cognitive, metacognitive, affective, compensatory and social strategies.

- Memory strategies are aimed at improving the memorization process. Cognitive strategies are mental processes focused on the assimilation, storage and retrieval of information from memory. According to R. Oxford, memory strategies do not provide "deep processing" of information, unlike cognitive strategies. However, they make it possible to translate information into long-term memory and ensure its reproduction [5].
- Metacognitive strategies are a sequence of actions aimed at planning, organizing and controlling cognitive processes.
- Compensatory strategies allow students to use a foreign language in the production process speech despite missing knowledge or information. They compensate for the insufficient set of grammatical and lexical means.
- Affective strategies are aimed at the ability to exercise emotional self-control, help to cope with feelings of fear during classes.
- Social strategies determine the ability for cooperation and cooperation, the manifestation of a tolerant attitude towards another culture, empathy, etc.

CONCLUSION

In conclusion, we say that the gender identity of students to a certain extent determines their individual strategies for learning a foreign language. Taking into account the gender

characteristics of a person in the course of teaching a foreign language will increase in the effectiveness of the educational process.

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