

*Shokirova Diloramkhon Abduvali kizi*  
*PhD in philological sciences, docent*  
*Andijan State University*

## GENDER APPROACH TO THE DEVELOPMENT OF SPEECH IN BOYS AND GIRLS

**Abstract.** This paper highlights the existing problems and the role of children's speech development in the formation of their personality. The authors examine the role of the gender approach in increasing the effectiveness of this process.

**Key words:** speech, gender approach, development, education, program, pronunciation.

Gender approach (English gender – gender, sex] – study of psychological characteristics of sexual differentiation, clarification of the role of social sex in contrast to the biological understanding of sex as a set of morphological and physiological characteristics.

Speech development is a widely used complex designation of processes, stages and methods related to mastering the means of both oral and written speech, which in turn characterize the development of his communication skills, verbal thinking and literary creativity.

Early development is a regular educational program that is offered to children of an earlier age.

The relevance of a gender approach to the development of speech in boys and girls lies in understanding how gender influences language acquisition, communication styles, and social interactions. This understanding can inform educational practices, parenting strategies, and interventions aimed at supporting children's speech and language development. Here are several key points highlighting the importance of this approach:

**Understanding Developmental Differences**

**Early Language Acquisition:** Research indicates that girls often develop language skills earlier than boys. Recognizing these differences can help caregivers and educators set appropriate expectations and provide timely support for each child's developmental stage.

**Vocabulary and Syntax:** Girls may have a larger vocabulary and more complex sentence structures at an early age. A gender-sensitive approach can help tailor language exposure to meet the specific needs of boys and girls.

**Influence of Socialization**

**Parental Interaction Styles:** Parents may unconsciously interact differently with boys and girls, which can impact their speech development. Understanding these dynamics allows for more intentional communication practices that foster language skills in both genders.

**Peer Dynamics:** Boys and girls often engage in different types of play, which can influence their communication styles. Girls may engage in more verbal play, while boys might focus on physical activities. Recognizing these patterns can help educators create balanced environments that promote diverse forms of communication.

**Addressing Educational Needs**

**Teaching Strategies:** A gender approach can inform teaching methods that cater to different communication styles. For instance, incorporating collaborative learning activities may benefit girls, while competitive or hands-on tasks might engage boys more effectively.

**Literacy Development:** Understanding that girls often excel in reading and writing can guide educators in developing targeted interventions for boys who may struggle with these skills, ensuring equitable literacy opportunities.

### Promoting Inclusive Environments

Encouraging Expression: Acknowledging the different ways boys and girls express themselves can lead to more inclusive classroom environments where all students feel valued and understood. This can enhance overall engagement and participation.

Breaking Stereotypes: Addressing gender norms and expectations can help dismantle stereotypes around communication styles, allowing both boys and girls to explore a range of expressive possibilities without fear of judgment.

### Supporting Individual Needs

Personalized Approaches: While gender trends can provide insights, it's crucial to recognize individual differences. A gender approach emphasizes the importance of personalized support that considers each child's unique personality, interests, and experiences.

Intervention Strategies: For children who may be struggling with speech or language development, understanding gender-related factors can inform tailored intervention strategies that resonate with their communication style.

The relevance of a gender approach to the development of speech in boys and girls lies in its ability to enhance our understanding of how gender influences language acquisition and communication. By recognizing these differences, educators, parents, and practitioners can create supportive environments that foster effective speech development for all children, ultimately leading to improved communication skills and academic success.

There is undoubtedly a difference in the speech development of boys and girls: it has been statistically confirmed and established by researchers from different countries. The authors emphasize this in order to avoid accusations of sexism from those who believe that gender differences in the intellectual sphere are discriminatory towards one of the parties. In many teaching aids, including literature intended for speech therapists, we find strict frameworks within which children, regardless of gender, must fit into their development. Neuropsychologists and psychologists have long proven that healthy boys and girls have different brains and different development paths. This means that they need different learning programs. Here are some facts.

As is known, timely and complete acquisition of speech is an important condition for the development of a child's personality. Children differ significantly in the age at which their speech becomes understandable to others, in the rate of acquisition of speech communication skills, in the dynamics of vocabulary accumulation and grammatical design of the first children's statements. At the same time, there are significant gender (sex) differences in the acquisition of the native language, both in the norm and with delayed speech development, namely: boys are more often observed to have both tempo delays in speech development and specific disorders of speech and language development. Often, "late-talking children" (usually boys) continue to develop absolutely normally in the future, some delay in the acquisition of speech skills in the future has no clinical significance.

Girls are characterized by an earlier onset of speech. Their vocabulary of words denoting objects grows quickly. Girls learn phrasal speech relatively late, but they try to speak correctly, "like adults". The same situation is "articulated" differently by boys and girls. For example, a child wants a ball. Most likely, a boy will loudly shout: "Give it!", and a girl will quietly say: "A ball". For parents, the difference is small, but for a specialist, it is significant.

It is also worth noting that the formation of the cerebral hemispheres is of great importance in the development of speech in boys and girls. Individual characteristics of functional interhemispheric asymmetry are based on genetic, congenital, biological factors laid down before the birth of the child. According to neurophysiologists and neuropsychologists, the brains of boys and girls are structured and work differently. This position underlies the difference in cognitive strategies and ways of forming cognitive functions, rates, methods of processing and assimilating information, organizing

attention; forms of activating emotions. The left side of the brain develops faster in girls than in boys, as a result, speech develops faster, girls begin to speak, read and master a foreign language earlier. The right side of the brain develops faster in boys, which provides them with spatial and logical thinking, mathematical abilities, they cope better with tasks that require understanding of spatial relationships already at preschool age. T.V. Vinogradova and V.V. Semenov (researchers in the field of gender psychology) came to the conclusion that girls in their intellectual development (up to about 7 years) are ahead of boys. Later, these differences are smoothed out. At 5 years old, the level of development of visual-spatial and auditory-speech memory in boys and girls is the same. At 6 years old, girls are ahead of boys in auditory-speech memory. At the age of 4-5 years, girls are ahead of boys in speech development. First of all, the differences lie in the rate of maturation of the central nervous system. Girls are born more mature children (by 3-4 weeks) than boys. By the period of puberty, this difference reaches about two years. Speech development, clarity of pronunciation depend on many factors, including:

- the anatomical structure of the articulatory apparatus, its mobility and switchability;
- maturity of the speech zones of the brain;
- the state of auditory attention and phonemic hearing;
- speech environment.

**Conclusion.** Thus, we conclude that boys in the period of sensitive speech development should pay more attention to: the development of the functions of the left hemisphere. In our practical activities, we offer mothers of boys to master various methods for speech development. For example, singing logorhythmic tunes, learning finger and communication games, basic self-massage of the articulatory apparatus, articulatory gymnastics, using elements of classes according to the Montessori and Zheleznova methods at home. Boys at an early age should pay more attention to the development of all mental processes that underlie the mastery of the highest mental function - this is speech. Together, all these development methods will help prevent various problems in the development of speech in boys, and will also contribute to the timely mastery of speech.

#### References:

1. Gromova O.E. «Puti k pervim slovam i frazam» (statiya), 2015 // <https://www.babyblog.ru/community/post/education/3057581>
2. <http://nsportal.ru/detskiy-sad/razvitie-rechi/2014/12/04/gendernye-osobennosti-razvitiya-rechiu-doshkolnikov>
3. Pedagogicheskaya biblioteka: Gromova O.E. «Zaderjka rechevogo razvitiya» // Jurnal «Logoped». – 2007. – №3. – S. 26-32.
4. Gribova O.E. «Chto delati, esli vash rebenok ne govorit» (viderjki iz statii) // Ayrispress, 2004. – 48s.
5. Xrizman T.P. Razvitie rebenka. Psixologicheskie osobennosti malichikov i devochek. – Sankt-Peterburg, 2001.