



THE IMPORTANCE OF LESSON PLANNING TO TEACH LANGUAGE AND CULTURE THROUGH GENDER DISCOURSE

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ABSTRACT

Lesson planning is the key to the success of all high school subjects as well as foreign language teaching. Whatever the type of plan (whether it is a syllabus, thematic, calendar or final), it is necessary to study the material for a certain period of time on the basis of all psychological and methodological laws and principles, and to develop the relevant skills and abilities. This article is intended to explore basic information and the significance of lesson planning in teaching language and culture by learning gender discourse that is crucial and important subject in English language.

National Curriculum of Foreign Languages, in Uzbekistan is based on Common European Framework of References for Languages. This means that foreign language teaching is not any more a traditional option: learning for "culture" or "knowledge". This notion is utilized in another tip which is based on learning to communicate. The development of opportunities for communication created a demand for verbal proficiency in foreign languages. As we know, all English language skills can be used by learners to learn communication. Also, teaching methods, techniques and strategies have great roles to get knowledge on improving intercultural communication. There are many essential types of learning

intercultural communication in English Language classes. One of them is storytelling that is used for pedagogical purposes and based on developing intercultural communication. In teaching process, we have different options as teachers and learners. One of them is differentiate methodology.

Also, there are various types of techniques that are used in English Foreign Language classes such as pair-work, group-work, cooperative learning, jigsaw technique, language games, round table discussion and so on. English language learning intends to provide learner with contexts which enhance communicative competence. Curriculum of foreign language learning defines the fact that



students might be presented to meaningful situations, process, contexts where students should improve communicative competence, intercultural competence, socio-cultural competence, discourse competence. This means that teachers based on specific teaching program, prepare language syllabus providing students opportunities to study and learn a foreign language. One of the rules that teachers may choose to use is finding interesting topics taking in consideration the students' interest and not basing their teaching on textbook.

Culture is not only a set of material and spiritual wealth created by the creative activity of these people, but also represents the level of development of society, that is, the sum of knowledge, criteria and values in society embodied in culture. In the study of culture, it is possible not to use objective laws, traditional notions of causality in events. A systematic approach to culture as a whole allows us to visualize the specific features of different areas of culture that interact with each other, rather than breaking them down into parts. A systematic approach allows the use of many research methods. It is precisely the systemic approach that allows people to understand the spheres of life as well, with a unique approach to culture. Among them are the spheres of culture, cultural institutions, which determine the system of culture by organizing the principles of social relations, communication, cultural patterns, with a clear structure and specific tasks. The term "culture" is expressed in various senses in the modern scientific literature. The terms "culture" and "culture" have the same meaning in the opinion of experts, and in Latin means

"cultivation", "care". It was later used to mean "enlightened", "educated", "educated". The term "culture", which is widely used in Uzbek, means "cultural" in Arabic.

In English foreign language learning, elements of culture have previously been seen as static, representative and homogenous because learners and teachers tend to create and rely on stereotypes and generalizations. However, recent developments in the area have led to the acknowledgement of the fact that *culture* is dynamic and variable. This is because it is now recognized that members of a given community display different behavior, attitudes and values towards what is established within their community (Gomez Rodriguez, 2013, p. 97). *Culture* has been defined in many ways. Gert Hofstede's (2011) definition is: "Culture is the collective programming of the mind that distinguishes the members of one group or category of people from others" (p. 3). This definition fits well with the idea of cultural identity, because culture is always a collective phenomenon, however, there is always a variety of individuals within the cultural groups. These individuals move between the cultural groups and assume their different identities according to what group they are participating in. Barrett et al. (2014) draw a distinction between material, social and subjective aspects of culture.

As we come to give basic information on gender discourse, the study of gender and discourse not only provides a descriptive account of male/female discourse but also reveals how language functions, how students can learn English language and how teachers can make



useful, standard lesson plan in the lesson by using gender discourse as a symbolic resource to create and manage personal, social, and cultural meanings and identities. Every teacher need to draw attention to make a lesson plan by using and taking consideration the basic gender features of discourse. There are some easy and difficult sides of planning lesson:

a) It is easy to plan a foreign language teaching at the elementary level (4th grade).

b) It is difficult if the teacher takes the class from another teacher and does not know the skills and abilities of the students in the types of speaking activities.

Lesson planning is done one week before the start of the school year. A teacher needs to know in advance that his or her future students will learn a foreign language. When planning the learning process, the teacher should be aware of the purpose of teaching a foreign language in high school and the requirements for developing appropriate skills and competencies in each classroom. Must be familiar with the syllabus, textbook structure, and other study materials for each class. It is necessary to know the conditions of teaching, the individual characteristics of students, the laws of psychology, the stages of development of speaking skills and abilities.

The basic methodological requirements for a modern foreign language course will help to increase the level of learning of a foreign language by students of a certain class, their attitude to the subject of a foreign language.

THEMATIC PLANNING.

For a foreign language to be successful, the teacher needs to be aware of the types of planning:

1. Thematic planning;

2. Lesson plan (daily lesson plan); The main purpose of thematic planning is to determine the goals and objectives of foreign language teaching, the size and sequence of language material, and ways to develop skills and competencies accordingly. When designing a thematic plan, the teacher should identify possible phonetic, (sound, stress, intonation) grammatical and lexical difficulties that may occur in the lesson.

The first important task in planning is to identify what needs to be done in class or at different stages and parts of the lesson. It should be noted that the following tasks, which we sometimes witness, such as "Teaching Students to Speak English Better", "Teaching Students to Listen and Understand", or "Teaching Students to Listen and Understand", "Winter skills" are abstract because they cannot be done in a single lesson. Therefore, the task must be clear. For example:

Teach students to listen to and understand the meaning of the following words and use them in their speech can be achieved at the end of the lesson.

Learn to compose sentences using the following affixes and use them in speech;

Teach students to find the following words in a dictionary;



Teach students to read and understand international words;

Teach students to read and understand unfamiliar words using context; Objectives such as teaching verbs to use their Perfect tense forms in given speech situations can be achieved in some lessons.

SCHEME PLANNING.

Schematic planning involves several interrelated steps. For example: Annual plan; thematic plan; lesson plan. Annual plans are developed by textbook authors in accordance with the study paragraphs and are based on the content and structure of the learning complexes, the age characteristics of the students, and the theory of modern lesson structure. The annual plan, in turn: 1) semi-annual 2) divided into quarterly plans. In this case, the topics and paragraphs are specified. It takes into account the lesson time, scope of knowledge and forms of speech, level of reading, the nature and timing of the type of control conducted, but it must be said that any annual plan is well prepared and a full lesson designed for a class that has a clock. If for any reason this plan is deviated from, then all changes should be reflected in the half-year and quarterly plans. It is recommended for foreign language teachers by city or county methodological associations.

THEMATIC PLAN.

The method is considered by the association. But it should not limit the teacher's initiative. It is known that the process of teaching a foreign language is a creative process, so if the teacher agrees,

he can make some changes to the plan. The main task of the thematic plan is to improve the final goal achieved as a result of studying this particular topic. Thematic planning helps to have a clear sense of success at work, to correctly classify the types of speech activities and to monitor the skills and competencies that are being developed, and to identify the relationship between classroom, home and other forms of work.

DAILY PLAN.

1. Achieving the goal set at the end of a particular lesson;
2. Learn what language material to use to complete the task;
3. It determines how to achieve the goal. A teacher who thinks that teaching in a foreign language will be successful will make a clear plan for each lesson. Citing an example from some lesson plan will help you gain a broader understanding of lesson planning and organization, so it is worthwhile to cite the following lesson plan example.

Subject: _____ Course Objectives:

- a) educational and practical b) educational _____
1. Download and consolidate new grammatical material;
 2. Develop oral monologue skills on the topic;
 3. Lesson equipment: 1) pictures, 2) tape recorder.
 4. Beginning of the lesson: organizational period - Greeting, attendance checking and creating a language environment)



5. Phonetic lesson: (short words, new words, sounds, etc.)
6. Homework check:
7. Introduction of new educational material into the educational process in a certain sequence.
8. Develop speaking skills appropriate to the new learning material through a variety of exercises.
9. Practice the use of the studied language material in speech situations.
10. Evaluation:
11. Homework:
12. End of lesson.

In conclusion, while learning English language and culture, we have to take female and male approaches in to our consideration on making a lesson plan to conduct the appropriate and useful lesson for students. According to linguists Tannen (1994c) and Goffman (1977), speech and gender is important to make lesson plan in teaching English language. That is, the methods of lesson planning are not defined with every man or woman, on the contrary, with a class of women or men in a particular group. A similar theoretical perspective is presented by Ochs (1992) argues that speech methods are related to existing positions a sequence associated with women or men in a particular culture. Also, Gender and Discourse offers a new critical approach to the study of language and gender research. Women who traditionally transfer to public ownership

of power monopolized by men create new identities for themselves and provide an understanding of the language they use and the gender roles they speak. Claire Walsh examines the current dominance / difference debate and proposes a new analytical framework that combines critical speech and a feminist perspective to provide a new perspective on the role of women in social life. It is a very useful for students and researchers in the field, which includes:

- current practical research in politics, religion and activism
- a new analytical framework, generalized in the form of a diagram, for the student to apply their critical analysis texts.

So, gender discourse is the major element to create written and spoken text that can be based on communication to show some basic differences between male and female speeches. Also, lesson planning is the most important technique to develop students' knowledge, interest and interpretation on the topic of the lesson. That is why, every teacher need to be more attentive to make lesson plan in appropriate way by using gender discourse as well in order to clarify male and female interaction and approach to this or that situation on educational processes. Actually it should be paid attention in the study of language and gender how women differ from the speech of historically male-dominated institutions and brings to it evidence from feminist science concepts and women's testimonies.



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