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## **THE ORGANIZATION OF SINGLE-SEX FOREIGN LANGUAGE TEACHING IN A SECONDARY SCHOOL**

A study of the organization of single-sex school education is of particular relevance in connection with a reduction in the quality of academic performance, which is that many elements of the education system is the same for all students regardless of gender. At the same time scientists have concluded that traditional academic learning is more suitable for girls than for boys, so the schoolgirls are trained better. Single-sex education can help in this situation, where students, male and female are taught in separate training units or in different educational institutions.

Being the opponent of the introduction of separate classes in all subjects, I. S. Kon believes that the efficient organization of separate lessons is in those subjects which are the most gender-sensitive [1, p. 16-22]. These are modern languages and mathematics.

With the aim of identifying the possibility of introducing single-sex education in the national system of General secondary education we have carried out an experiment on single-sex education in learning a foreign language for pupils of the 6th forms. A survey was conducted at SEE "Gymnasium № 22, Minsk". The sample of subjects consisted of 63 students of the 6th forms (34 boys and 29 girls), they were 12-13 years old.

In the experiment, we tried to create appropriate for boys and girls pedagogical conditions which would affect training content, organizational forms and methods of teaching English. Taking into account the fact that in heterosexual groups formal separation of students by gender with the same education without taking into account psychophysiological characteristics of the development of children does not bring success. Therefore, the selection of training materials was conducted with a gender analysis and those texts were selected which would not have contributed to the formation of gender stereotypes.

The results of the study showed that academic achievement of the boys of experimental group for the 4th term compared to the results of the 3rd term grew by 0,3 points, while the results of boys in the control group decreased by 0,2

points, although before the experiment, both groups of boys had the same academic performance (7,9).

The average score of the girls who participated in the experiment in the 3rd term was lower than the average score of girls in the control group (8.6 vs 8.5 score). After the experiment, the average score of girls of the experimental group improved (from 8,5 to 8,9 points), and achievement of the girls of control group in the 4th term remained at the same level.

The results of experimental activities on single-sex foreign language teaching of adolescent students has shown that training in such conditions is more effective, it increases academic performance and achievements of students and their satisfaction with educational activities.

### **LITERATURE**

1. Kon, I. S. the Pros and cons of single-sex and mixed training / I. S. Kon // Pedagogy. — 2006. No. 9. — P. 16-22.

2. Sirotyuk, A. L. Training of children with regard to neuroscience / A. L. Sirotyuk. — M., 2001. — 128 p.