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ГЕНДЕРНЫЙ ЯЗЫК НУЖНО ЛИ НАМ ОБ ЭТОМ ЗНАТЬ?

Аннотация: В данной статье рассматриваются вопросы гендерного языка при изучении иностранных языков, в частности английского языка. Возможные проблемы, которые могут быть результатом незнания правильного использования гендерно-нейтрального языка и гендерно-нейтральной терминологии, а также незнания того, как определить слова по гендерным категориям, поскольку английский язык не является родным.

Ключевые слова: гендерный язык, гендерно-специфических термин, гендерной принадлежность, гендерно-нейтральных понятие, гендерному аспект.

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GENDER LANGUAGE DO WE NEED TO KNOW ABOUT THIS?

Annotation: This article discusses the issues of gender language in the study of foreign languages, in particular English. Possible problems that may result from not knowing the correct use of gender-neutral language and gender-neutral terminology, as well as not knowing how to define words by gender categories, since English is not a native language.

Key words: gender language, gender-specific term, gender identity, gender-neutral concept, gender aspect.

English doesn't really have gender like many other languages. It does not have masculine or feminine nouns unless they refer to the biological gender (e.g. woman, boy, lady, etc.). Therefore, gendered language is usually understood as a language that has a bias towards a particular gender or social gender.

In English, this would include using gender-specific terms referring to professions or people, such as "businessman" or "waitress", or using masculine pronouns (he, him, him) to refer to people in general, such as "A doctor must be able to communicate with his patients."

The use of gendered language, as in the examples above, perpetuates what scholar Allison Jule calls "the historical patriarchal hierarchy that existed between men and women, where one (the man) is considered the norm and the other (the woman) is labeled as the other." as something completely different from the norm. This can lead to women being excluded or invisible.

This type of language is no longer acceptable in many sections of society, so students should be taught how to avoid it. This is unacceptable in academia, research, publishing and many areas of business - all sectors in which students often participate or will participate after they graduate from school or university. It also needs to be taught because the mother tongues of many students are grammatically gendered. Words such as "a doctor must know how to communicate with his patients" may be grammatically perfectly acceptable to these students because the word "doctor" is grammatically masculine in their native language.

In my experience, it occurs everywhere and at every level. I teach at the institute, and this should have been done long before the students entered the bachelor's degree. But it's not. Students are shocked when I talk about this and teach them how to avoid it.

Gender language is generally not that hard to spot. However, there are some examples that people may not have considered before. The most obvious is the use of gender-biased language (usually masculine) for gender-neutral terms, as in my previous example, where the gender-neutral subject (the doctor) is assigned the masculine pronoun (his patients).

It also includes job titles that are gender-specific, such as police officer/policewoman, where it is not necessary to specify the person's gender. This is why we tend to use gender-neutral terms for professions these days. In this context, we would use the word "cop".

Another less obvious example is the use of words that were once equivalents but have changed over time due to how women were and still are perceived and treated in society.

Compare words in pairs such as "bachelor" and "maiden" or "master" and "mistress." You can see that the feminine word has become less prestigious or has taken on a sexual connotation. Another example is the tendency for the male version to rank first in binomials such as "men and women," "siblings," "boys and girls," or "Mr. and Mrs." Many words that include the word "male", such as "artificial", "human", "labor", have perfectly acceptable gender-neutral alternatives: for example, "artificial" or "synthetic", "human", etc. and "labor force".

Many non-sexist people would use terms like "humanity" without hesitation. Why should they avoid these words? It's true that some people might consider finding an alternative to the word "humanity" as an example of "crazy political correctness," but such words still exclude women or make them invisible, and they tend to belittle women's contributions to society. did and do to this day.

Ultimately, it is a matter of consciousness. If we are aware that words and expressions are used daily in our language that can offend because they tend to humiliate women and girls, their contribution and role in society, then we can try to avoid these words. The attitude of people will become more respectful, and we will be able to create a more tolerant and equal society.

I think we owe it to all women - our mothers, wives, sisters and daughters - to think actively about the language we use and choose words and expressions that are meaningful and don't belittle, discriminate or offend.

As teachers, we also have an obligation to teach this aspect. I teach in Uzbekistan. Most of my students have Uzbek, Tajik and Russian as their native languages and this is definitely a problem for these students. From the research I have

done on this subject, I can assure you that mainstream English textbooks do not teach this gender aspect of the language at all. If teachers want to teach this, they will have to do it themselves. To raise awareness, I often take some of the sentences my students put together and ask them to tell me what the language problem is. I use one example: "A teacher must correct the work of his students, following clear criteria." Once the use of "his" is emphasized, we discuss whether women can be teachers (of course they can), and I draw students' attention to the assumption of a male gender. We then discuss how common this assumption is and why it can be harmful to women and girls. This is a topic that needs to be dealt with delicately, as I have had students in the past who have reacted negatively. Some people just think it's funny and political correctness has gone crazy. Others are offended and feel they are being attacked. Many simply do not understand how harmful such language can be. During the lesson, I often try to more light-heartedly correct mistakes when they speak, and I can directly ask them, for example, if only men are teachers or doctors. You don't have to do this very many times for the students to become aware of the problem and learn what to look out for. If they use gender language in their writing, I highlight it along with other general grammatical and lexical issues. I encourage them to think of an alternative way of expressing a concept that is a good way to expand and improve their skills. I think it's mostly a linguistic issue.

As a teacher in Uzbekistan, I face this problem at the institute level and in my classroom due to the fact that English is used predominantly by non-native speakers. Teachers should be aware that if students use gender-specific language in a context where it is not appropriate, it can cause problems for them.

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