SCIENCE
PROBLEMS.UZ
ISSN: 2181-1342 (ONLINE)

№ S/2 (3) - 2023

ИЖТИМОИЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ЭЛЕКТРОН ЖУРНАЛ
ЭЛЕКТРОННЫЙ ЖУРНАЛ
ELECTRONIC JOURNAL

ISSN: 2181-1342 (Online)
Сайт: https://scienceproblems.uz
DOI: 10.47390/B1342V3SI2Y2023

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Махсус сон

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Специальный выпуск

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

Special Issue

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликов Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Рахман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич –филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуротовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа октори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шохида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Васила Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович –сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич –сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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Муассис: “SCIENCEPROBLEMS TEAM” масъулияти чекланган жамият.

Таҳририят манзили:
Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com
Телеграм канал: https://t.me/scienceproblems_uz

М У Н Д А Р И Ж А

07.00.00 – ТАРИХ ФАНЛАРИ

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Ижтимоий-гуманитар фанларнинг долзарб муаммолари. -№ S/2 (3)-2023.
ISSN: 2181-1342 (Online)
https://scienceproblems.uz

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Surmilova Elena
Urgench State University

GENDER STUDIES IN LINGUISTICS AND THEIR APPLICATION IN ENGLISH LANGUAGE TEACHING

Annotation. This article explores the intersection of gender studies and linguistics in the context of English Language Teaching (ELT). Drawing on existing literature, the article examines the ways in which gender plays a role in language use and acquisition. It then explores the application of gender studies to ELT, considering strategies for promoting gender-inclusive language use and ways in which gender can be integrated into language teaching materials.

Key words: gender linguistics, gender, ELT, gender studies, gender differences, sociolinguistics

Surmilova Yelena
Urganch Davlat Universiteti

TILSHUNOSLIKDAGI GENDER TADQIQOTLARI VA ULARNING INGLIZ TILINI O‘QITISHDA QO‘LLANILISHI

Annotatsiya. Ushbu maqola ingliz tilini o‘qitish (ELT) kontekstida gender tadqiqotlari va tilshunoslikning kesishishini o‘rganadi. Mavjud adabiyotlarga tayangan holda, maqola tildan foydalanish va o‘zlashtirishda jinsning rol o‘ynash usullarini o‘rganadi. Keyin u genderni qamrab oluvchi tildan foydalanishni rag‘batlantirish strategiyalarini va tilni o‘qitish materiallariga jinsni integratsiyalash usullarini ko‘rib chiqib, ELTga gender tadqiqotlarini qo‘llashni o‘rganadi.

Kalit so‘zlar: gender tilshunosligi, gender, ELT, gender tadqiqotlari, gender farqlari, sotsiolingvistika

Сурмилова Елена
Ургенчский государственный университет

ГЕНДЕРНЫЕ ИССЛЕДОВАНИЯ В ЛИНГВИСТИКЕ И ИХ ПРИМЕНЕНИЕ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. В статье исследуются результаты гендерных исследований в лингвистике в контексте преподавания английского языка (ELT). Опираясь на существующую литературу, в статье исследуется роль пола в использовании и усвоении языка. Затем в нем исследуется применение гендерных исследований к ELT, рассматриваются стратегии продвижения гендерно-инклюзивного использования языка и способы интеграции гендерных вопросов в учебные материалы.

Ключевые слова: гендерная лингвистика, гендер, ELT, гендерные исследования, гендерные различия, социолингвистика

DOI: https://doi.org/10.47390/B1342V3SI2Y2023N32

Introduction

Gender studies in linguistics is an interdisciplinary field of research that looks at the ways in which language use is shaped by gender identities and social roles. It examines how language can both reflect and reinforce gender roles, as well as how gender can be used to construct and express identity. Gender studies in linguistics also looks at how language use can be used to challenge and resist gender norms.

Materials and methods

When teaching gender linguistics, it is also important to create a safe and inclusive environment where all students can engage in discussions and express their views without fear of judgement. Additionally, it is important to provide students with an opportunity to learn about gender identities and pronouns, as these can be a source of confusion for many students. Finally, it is important to provide students with the skills and tools to analyze and critique language in order to identify any gender biases or assumptions.

Gender bias in ELT materials refers to the ways in which language teaching materials portray gender in a biased or stereotypical manner, or reinforce gender roles and stereotypes. Examples of gender bias in ELT materials include the use of language that reinforces traditional gender roles, the portrayal of gender stereotypes in images, and the exclusion of certain genders or genders from activities or scenarios. In order to create a more equitable and inclusive language learning environment, it is important to identify and address any gender bias in language teaching materials.

One particular area of interest in gender studies in linguistics is language and power. It looks at the language choices people make in different contexts, and how these choices reflect and are shaped by the power dynamics between speakers. It also examines how language use can be used to reinforce or challenge existing power structures.

Another area of inquiry in gender studies in linguistics is language and gender differences. This looks at how men and women use language differently, and how these differences reflect and reinforce gender roles in society. It also studies how gender can be used as a tool for constructing and expressing identities.

Several studies have been conducted on gender bias in ESL. One study by Ekstrand (1980) examined sex differences in language learning, while Porreca (1984) studied sexism in some of the then-current ESL materials [1]. Lesikin (1998) conducted a study on determining social prominence in ESL textbooks, and Louie (2001) studied gender stereotypes in children's literature [2]. More recently, a study by Farzaneh et al. (2016) explored the status of sexism in current ESL/EFL textbooks [3], and a qualitative study by Pinto (2022) examined gender biases in ESL textbooks and teachers' opinions.

Studying gender in ELT is important as it helps to create a more inclusive and equitable learning environment for all students, regardless of their gender identity. It allows educators to understand how gender impacts language learning and teaching, and how to address potential biases and stereotypes in the classroom. By recognizing and valuing diverse gender identities and expressions, ELT can promote greater social justice and respect for all individuals.

Results and discussions

Gender studies in linguistics is a field that is constantly growing and evolving, and it has become increasingly important as society recognises the power of language to shape gender roles and identities. It provides a valuable insight into the ways in which language can both reflect and shape gender roles and power dynamics, and can give us a better understanding of how language can be used to challenge and resist gender norms.

Gender studies in linguistics is a field of research that examines how language use can reflect and reinforce gender roles, as well as how gender can be used to construct and express identity. It looks at the language choices people make in different contexts, and how these choices reflect and are shaped by the power dynamics between speakers. It also examines how language use can be used to reinforce or challenge existing power structures.

Gender studies in linguistics also looks at how men and women use language differently, and how these differences reflect and reinforce gender roles in society. It also studies how gender can be used as a tool for constructing and expressing identities.

One particular area of interest in gender studies in linguistics is language and power. By examining language choices and their implications, gender studies in linguistics can provide a better understanding of how language can be used to challenge and resist gender norms. It can also give us a better understanding of how language can be used to both reflect and shape gender roles and power dynamics.

Feminine language is a form of communication used by women that is often characterized by a greater variety of vocabulary, more explicit and emotive descriptions, and more frequent use of indirect communication strategies. It is a form of language use that has gained increased attention in recent years, with more and more people recognizing the importance of including feminine language in their conversations and writing.

The development of feminine language can be traced back to the early 20th century, when linguists began to recognize the importance of exploring gender differences in language use. Studies of language and gender have found that women and men often use language differently, with women tending to use a greater variety of words, more explicit and emotive descriptions, and more frequent use of indirect communication strategies.

Feminine language is often characterized by a greater focus on feelings and emotions, as well as a greater concern for social relationships and politeness. Women often use language to emphasize the importance of relationships and connections, and often use language to express support and empathy for others. Feminine language also often involves the use of more modal verbs, as well as more words related to emotion.

The importance of using feminine language has become increasingly recognized in recent years, with more people understanding that the language we use has a significant impact on how we interact with others. Feminine language can help create a more supportive and respectful atmosphere, where people feel comfortable expressing their feelings and opinions. It can also help create a more inclusive environment, where diverse perspectives are valued and respected.

In addition to its importance in everyday conversations, the use of feminine language is also important in writing. Writing that includes feminine language can help create a more inclusive and welcoming atmosphere, and can also help communicate messages more effectively. By using feminine language in our writing, we can ensure that our words are more

inclusive and respectful, and that our messages are more likely to be understood and appreciated by a diverse audience.

Overall, the use of feminine language is an important part of communication and is essential for creating a more inclusive and supportive atmosphere. Recognizing the importance of using feminine language in conversations and writing can help us create a more inclusive environment, where diverse perspectives are valued and respected.

George Lakoff proposed that gender differences in language are significant and meaningful. He argued that women employ a distinct style of speaking that is more cautious [1], polite, and hedging, while men's language is more direct and assertive. He also suggested that language can be used to shape people's thoughts and behavior, and that conservative language is more effective at this than progressive language.

Robin Lakoff proposed that gender differences in language are significant and meaningful. He argued that women employ a distinct style of speaking that is more cautious, polite, and hedging, while men's language is more direct and assertive. He also suggested that language can be used to shape people's thoughts and behavior, and that conservative language is more effective at this than progressive language. He further argued that women's language is often seen as less competent and persuasive than men's, leading to gender disparities in the workplace.

Gender studies in ESL are an important aspect of language learning that seek to promote awareness about the complex topics of gender and identity. In today’s society, it is crucial to understand the roles and responsibilities of different genders and how they impact people’s lives. By incorporating gender studies into ESL curriculums, students can gain a better understanding of how societal norms and expectations may influence their interactions with others. This enables students to be better equipped to communicate and interact with people from diverse backgrounds in a respectful and inclusive manner. Gender studies in ESL also encourages critical thinking and reflection about personal biases and stereotypes, helping to create a more accepting and tolerant world.

There have been many researchers and scholars who have conducted research into gender in ESL, and their work has contributed significantly to the field. Some of the notable names in this area include:

1. Bonny Norton - An educator and researcher, Norton has written extensively on the role of identity and power in language learning, with a specific focus on gender and language. [7]

In her book "Identity and Language Learning: Gender, Ethnicity and Educational Change," Bonny Norton explores the role of identity in language learning. She argues that language learning is inherently linked to issues of identity, particularly around issues of gender, ethnicity, and social class.

Norton draws on a range of research studies to support her argument that language learning is shaped by individual identity. Her work outlines how language learners construct their identities based on a range of social factors, including gender, ethnicity, and social class.

One of the key themes of Norton's work is the role of power in language learning. She highlights how language learners who come from marginalized backgrounds may face significant challenges due to the power structures that are present in the learning environment.

Norton argues that educators have a responsibility to recognize the impact of power dynamics on language learners and create inclusive learning environments that support all students.

Overall, Norton's work emphasizes the need to acknowledge and address issues of identity and power in language learning. By doing so, educators can create more inclusive and equitable learning environments that support the diverse needs of their students.

2. Deborah Cameron - As a sociolinguist, Cameron has conducted research on language and gender, looking at topics such as women's language and the representation of gender in language use. [4]

Deborah Cameron's work, "Feminism and Linguistic Theory," offers an introduction and exploration of the ways in which language intersects with gender and the ways in which feminist theory can be applied to the study of language. In the book, Cameron examines various linguistic theories, including those related to grammar, discourse, and pragmatics, and considers the ways in which these theories can shape gender norms and stereotypes. She also offers an analysis of language use across various contexts, including public and private spheres, and considers the ways in which women's language use can be subverted and marginalized. Throughout the book, Cameron argues that a feminist approach to linguistics has the potential to highlight and challenge unequal power dynamics in society and transform harmful gender norms.

3. Jane Sunderland - A linguist, Sunderland has written extensively on critical approaches to language and gender, focusing on how gender is constructed and represented in language. [8]

In "Gendered Discourses," Jane Sunderland explores the ways in which gender is constructed and reproduced through language within a variety of discourse contexts, including education, media, and everyday conversations. The book applies feminist critical discourse analysis to examine how gender stereotypes and gender roles are communicated through language, and how gender and power intersect within these discourses. Through case studies and examples, Sunderland argues that an awareness of gendered discourses is crucial for creating a more equitable society, and offers suggestions for promoting positive change through language awareness initiatives. Overall, "Gendered Discourses" offers a valuable contribution to the field of feminist linguistics and critical discourse studies.

4. Elaine Tarone - A professor of second language acquisition, Tarone has conducted research on language and gender, looking at language use in social contexts and the impact of gender on language learning. [9]

Elaine Tarone's work on Gender and Discourse focuses on the role of gender in language use and how it affects communication. Her research explores the ways in which gender influences language production and interpretation, and how it shapes our understanding of social interactions.

Tarone's work highlights the ways in which gender can affect the way people use language, and how it can lead to misunderstandings and communication breakdowns. She argues that gender is not a fixed category, but rather a complex and dynamic social construct that is constantly being negotiated and redefined in different contexts.

Tarone's research also examines the ways in which gender intersects with other social categories, such as race, class, and sexuality, to shape our experiences of communication. She

emphasizes the importance of recognizing and addressing these intersections in order to promote more effective and inclusive communication practices.

Overall, Tarone's work on Gender and Discourse offers valuable insights into the complex ways in which gender influences language use and communication, and highlights the importance of understanding and addressing these dynamics in our interactions with others.

5. Sarah Benesch - A professor of applied linguistics, Benesch has conducted research on gender and pedagogy, exploring how gender affects teaching and learning practices in ESL classrooms. [2]

In her book «Negotiating Gender in a Second Language Classroom,» Sarah Benesch explores how gender affects teaching and learning practices in ESL classrooms. Benesch argues that gender is a socially constructed phenomenon that influences the ways in which individuals interact with the world, including their learning experiences.

Benesch draws on a range of research studies and personal narratives to explore the impact of gender on language learning. She discusses topics such as gender differences in language use, the challenges faced by non-native speakers of English, and the role of pedagogy in addressing gender issues in the classroom.

One of the key themes of Benesch's work is the negotiation of gender within the classroom. She argues that teachers and students have the power to challenge traditional gender roles and create a more inclusive learning environment by promoting gender equity and encouraging critical thinking about gender and language use.

Overall, Benesch's work highlights the importance of recognizing and addressing the ways in which gender affects language learning and emphasizes the need for more inclusive and equitable classroom practices.

Teaching gender linguistics involves introducing students to the different ways in which gender is expressed in language, exploring the implications of gender in language, and understanding how language can be used to reinforce or challenge gender norms.

It is important to provide students with a wide range of resources and examples to explore, as well as opportunities to practice using gender-sensitive language. Encouraging a critical approach to language is also important, as it will help students to identify and challenge any gender biases that are embedded in language.

Conclusion

Overall, research into gender studies in ESL has helped to raise awareness of the social and cultural complexities of language learning and use. It provides insights into how gender and identity can impact communication and highlights the need for inclusive and equitable practices in education.

Gender studies in ESL are an important aspect of language learning that seek to promote awareness about the complex topics of gender and identity. In today’s society, it is crucial to understand the roles and responsibilities of different genders and how they impact people’s lives. By incorporating gender studies into ESL curriculums, students can gain a better understanding of how societal norms and expectations may influence their interactions with others. This enables students to be better equipped to communicate and interact with people from diverse backgrounds in a respectful and inclusive manner. Gender studies in ESL also encourages critical thinking and reflection about personal biases and stereotypes, helping to create a more accepting and tolerant world.

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ISSN: 2181-1342 (Online)

Сайт: https://scienceproblems.uz

DOI: 10.47390/B1342V3SI2Y2023

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100070. Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com

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