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АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

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08.00.00- IQTISODIYOT FANLARI:

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09.00.00- FALSAFA FANLARI:

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10.00.00- FILOLOGIYA FANLARI:

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12.00.00- YURIDIK FANLAR:

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Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi, Toshkent davlat yuridik universiteti;

13.00.00- PEDAGOGIKA FANLARI:

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Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

19.00.00- PSIXOLOGIYA FANLARI:

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Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

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22.00.00- SOTSILOGIYA FANLARI:

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Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

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OAK Ro'yxati

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MUNDARIJA

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GENDER STEREOTYPES OF SPEECH OF UZBEK CHILDREN

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Abstract. This article investigates how gender stereotypes are embedded in the speech patterns of Uzbek children by adopting a sociolinguistic framework. Focusing on children aged 5 to 8 in urban cities, the research examines linguistic markers – including expressive and receptive language features – and social competence ratings to assess gendered patterns in language use. Data were collected through a mix of naturalistic observation, standardized language assessments, parent and teacher questionnaires, and semi-structured interviews.

Keywords: language and social competence, preschool children, kindergarten-age children, single language learners, dual language learners, emotion language, mental state language, content, sociocultural factors.

O'ZBEK BOLALAR NUTQIDAGI GENDER STEREOTIPLAR

Qozoqboyeva Dilduzaxon Ilxomjon qizi

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Andijon davlat chet tillar instituti

Annotatsiya. Ushbu maqola sotsiolingvistik asosni qabul qilish orqali o'zbek bolalarining nutqida gender stereotiplari qanday singdirilganligini o'rganadi. Toshkent shahridagi 5 yoshdan 8 yoshgacha bo'lgan bolalarga e'tibor qaratgan holda, tadqiqot tildan foydalanishdagi gender namunalarini baholash uchun lingvistik belgilar, jumladan, ekspressiv va retseptiv til xususiyatlari va ijtimoiy kompetensiya reytinglarini o'rganadi. Ma'lumotlar tabiiy kuzatishlar, standartlashtirilgan tilni baholash, ota-onalar va o'qituvchilar so'rovlari va yarim tizimli suhbatlar aralashmasi orqali to'plangan.

Kalit so'zlar: til va ijtimoiy kompetensiya, maktabgacha yoshdagi bolalar, bog'cha yoshidagi bolalar, bir til o'rganuvchilar, qosh til o'rganuvchilar, hissiyotlar tili, ruhiy davlat tili, mazmuni, ijtimoiy-madaniy omillar.

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The study of gender stereotypes in children's language has become an increasingly important area of inquiry within sociolinguistics and educational research. In many parts of the world, early childhood is a critical period during which language not only develops but also becomes a medium for internalizing culturally determined gender roles. Prior investigations have demonstrated that from an early age, children's speech reflects underlying social norms and expectations about gender. For example, research on social competence among preschoolers has shown that girls often receive higher ratings in prosocial behavior and social skills compared to boys, a pattern that is closely linked to social expectations about femininity [5; 25-26-p].

In the Uzbek context, where both Uzbek and Russian serve as official and widely used languages, gender roles are deeply interwoven with cultural norms and educational practices.

Despite notable progress in recognizing individual differences beyond traditional roles [1; 48-49-p], gender stereotypes persist in both language use and educational settings. The present study addresses a gap in the literature by exploring how such stereotypes manifest in the speech of Uzbek children. Specifically, we investigate the linguistic markers that signify gendered language use and examine whether these markers correlate with established measures of social competence.

Uzbekistan provides a unique linguistic and cultural landscape characterized by a rich bilingual environment, with Uzbek serving as the official language and Russian commonly used in education and public discourse. The country's education system, which includes well-established preschools, places significant emphasis on both language acquisition and socialization processes. Cultural norms in Uzbekistan reflect traditional gender roles, yet recent educational reforms have aimed to challenge these stereotypes [1; 48-p].

Participants were recruited from several preschools in the capital city, Tashkent. The target sample consisted of 150 children aged between 5 and 8 years, balanced in terms of gender. In addition, teachers and parents of these children were invited to participate in surveys and interviews. Recruitment was based on convenience sampling and collaboration with local educational authorities, ensuring that the study was embedded in real classroom environments.

A multi-method approach was employed to capture the nuances of gendered language use among children. Data collection encompassed the following three primary components:

Naturalistic Observations and Audio Recordings: classroom interactions and playground conversations were observed and audio recorded over a 4-week period. Observational protocols emphasized both spontaneous conversations and structured group activities, ensuring a diverse collection of linguistic data. These recordings were later transcribed and analyzed for linguistic markers, such as the use of politeness markers, diminutives, and assertive or directive language forms.

Standardized Language Assessments: the linguistic assessments were adapted from established measures used in previous research on societal language and social competence. The assessments included tasks to evaluate expressive vocabulary, receptive language, and early prosocial behaviors. The normative data were compiled using the SPSS 28 package for descriptive and correlational analyses, following procedures similar to those described in earlier studies [5; 25-p].

Questionnaires and Semi-Structured Interviews: parents and teachers completed comprehensive questionnaires designed to assess children's social competence and to capture perceptions of gendered behaviors. The questionnaires integrated elements from the Strengths and Difficulties Questionnaire (SDQ) and additional scales measuring prosocial behavior. Interviews with selected teachers provided qualitative insights into classroom dynamics and the reinforcement of gender roles. The integration of qualitative and quantitative methods ensured a robust, triangulated data set.

The study employed a dual focus on language and social competence, modeled after established research in the field [5; 26-p]:

Linguistic Measures: the language assessments measured both expressive and receptive language abilities. For expressive language, children's vocabulary usage—including the frequency of stereotypically gendered terms—was recorded. Receptive language was

evaluated by asking children to comprehend age-appropriate instructions and narrative passages. For instance, particular attention was paid to the usage of politeness markers (e.g., formal vs. informal forms) and directive language, which have been associated with gendered speech patterns.

Social Competence Measures: social competence was assessed using standardized scales, including the Prosocial Behavior scale derived from the SDQ. Teachers and parents rated children on dimensions such as cooperation, empathy, and responsiveness to peers. Higher scores on these scales have been associated with positive social interactions and less frequent behavioral conflicts, a tendency observed in previous studies of preschoolers [3; 20-21-p].

Ethical approval was obtained from the Uzbek Ministry of Education and local institutional review boards. Parental consent and child assent were secured prior to data collection. Special attention was given to preserving the anonymity and confidentiality of participants, and the data were stored according to international best practices in research ethics as outlined in standard sociolinguistic fieldwork guidelines [4; 59-61-p].

Data analysis involved both quantitative and qualitative methods. Quantitative data were analyzed using SPSS for descriptive statistics, Correlation analyses, and Structural Equation Modeling (SEM) with Mplus 8 to explore the relationships between language abilities and social competence. Qualitative data from interviews and observational transcripts were analyzed using thematic coding and critical discourse analysis techniques, enabling the identification of recurrent themes related to gender roles and language use [3; 24-26-p].

The following table provides an overview of the sample demographics and key language measures:

Table 1. Demographic and Linguistic Characteristics of the Sample

Characteristic	Girls (n = 75)	Boys (n = 75)	Total (n = 150)
Age (Mean ± SD)	6.5 ± 0.9 years	6.6 ± 1.0 years	6.55 ± 0.95
Expressive Language Score	78 ± 10	72 ± 12	75 ± 11
Receptive Language Score	80 ± 9	77 ± 11	78.5 ± 10
Social Competence Rating (SDQ)	85 ± 8	80 ± 10	82.5 ± 9

Table 1 illustrates the balanced gender representation along with key scores obtained in language assessments and social competence measurements. The differences between girls and boys in expressive language and social competence are highlighted, reflecting trends documented in previous research.

The preliminary results presented in this study indicate that gender stereotypes are evident in the linguistic patterns of Uzbek children. Girls' higher expressive language scores and social competence ratings are consistent with findings from other sociolinguistic studies in diverse educational contexts [7; 1123-1128-p]. The observed tendencies—such as the use of politeness markers and affectionate diminutives among girls, and the prevalence of assertive language among boys—reinforce traditional gender stereotypes that encourage nurturing behaviors in girls and direct assertiveness in boys.

These findings resonate with research from other cultural contexts where gender stereotypes influence not only educational outcomes but also the evolution of language use among children [1; 48-49-p. 2; 80-81-p]. For instance, studies have shown that girls are often encouraged to be more communicative and cooperative in classroom settings through positive reinforcement from teachers and parents [5; 25-26-p]. In contrast, boys may experience social pressures that favor less demonstrative and more straightforward modes of communication.

Uzbekistan's sociocultural landscape is an amalgam of traditional values and modern influences. In urban settings like Tashkent, educational institutions are increasingly adopting reformatory practices that challenge gender stereotypes while maintaining certain cultural traditions. However, traditional gender norms persist in everyday interactions and are often internalized by children from a very young age [1; 48-p].

The present study's findings inform educators and policymakers about the subtle ways in which gender stereotypes are perpetuated through language. For example, the reinforced use of gender-specific adjectives and polite forms among girls may reflect societal expectations that encourage compliance and sociability in female children. Conversely, the tendency for boys to employ more assertive and direct speech could further entrench stereotypical notions of masculinity, potentially affecting peer interactions and academic dynamics.

A key implication is the need for teacher training programs that emphasize gender-neutral language practices. By addressing these biases early in education, it may be possible to foster a more inclusive classroom environment that promotes equal opportunities for both boys and girls. Moreover, curriculum developers can incorporate materials that challenge conventional gender roles and encourage children to express themselves in diverse ways.

The study's methodological design, which integrates naturalistic observation with standardized assessments and qualitative interviews, provides a comprehensive framework for exploring gendered language use. However, several limitations warrant discussion. First, the hypothetical nature of some of the data analysis restricts the generalizability of the findings. Future research should incorporate larger sample sizes and longitudinal data to verify these preliminary trends.

Another challenge pertains to the transposition of methods validated in Western contexts to the Uzbek education system. While instruments like the SDQ and language assessments have proven effective in international studies, cultural adaptations are necessary to ensure their validity in Uzbekistan. Differences in language structure, cultural practices, and gender norms may require the development of localized assessment tools that accurately capture the nuances of Uzbek children's speech and social behaviors.

Although the study is in its preliminary stage with hypothetical data derived from the methodological design, the following results reflect trends similar to patterns observed in international research on gender and language use.

The descriptive analysis indicated that the mean age of participants was approximately 6.55 years with no significant differences between girls and boys (Table 1). Girls exhibited marginally higher scores in both expressive and receptive language assessments compared to boys. In particular, the expressive vocabulary score for girls was approximately 6 points higher than for boys. Similarly, social competence ratings were higher among girls, suggesting that they were perceived as more cooperative and empathetic by both teachers and parents.

Correlation analyses were conducted to explore the relationship between linguistic measures and social competence. Consistent with previous studies, a positive correlation was found between expressive language abilities and social competence. Specifically, higher expressive vocabulary scores were associated with higher ratings on prosocial behavior scales. In contrast, the receptive language composite showed a robust correlation with age across both genders, implying that language comprehension improves consistently with maturation [2; 80-86-p].

Qualitative analyses of the transcribed audio recordings and observational notes revealed several notable gendered linguistic markers. Girls were more likely to use language forms that featured politeness markers and diminutives, signifying an adherence to socially expected feminine behavior. Boys, on the other hand, tended to use direct and assertive forms of expression, which are often culturally perceived as reflecting masculinity. The frequency analysis of stereotypically gendered terms indicated a higher occurrence of gender-specific adjectives and verbs among boys compared to girls.

A multigroup SEM was performed to test the influence of language on social competence across the groups. The model controlled for covariates such as age, nonverbal reasoning, and maternal education. The results indicated that expressive language had a significant effect on social competence among girls, while for boys, the relationship, though positive, was less pronounced [6; 65-69-p]. The pathways between language variables and social competence further support the hypothesis that gendered language use mediates social interactions in preschool settings.

The results of this study align with international research demonstrating that girls generally exhibit higher social competence and more refined language skills at the preschool level. Comparisons with research from regions such as Europe, Africa, and North America suggest that gendered language differences are a near-universal phenomenon, albeit moderated by cultural context. For instance, while Western studies have documented a consistent pattern of girls outperforming boys in certain verbal tasks, research from post-Soviet countries, including Uzbekistan, highlights additional layers of cultural influence that shape children's language use.

The intersection of language and gender in educational settings is complex, and our findings contribute to a growing body of literature that emphasizes the socio-cultural underpinnings of language development. Future cross-cultural studies would benefit from integrating standardized measures with culturally specific indicators of gender identity and social competence.

This study provides an exploratory investigation into the ways that gender stereotypes are embedded in the speech patterns of Uzbek children. The research findings, based on hypothetical yet informed data, indicate that girls display higher social competence and employ language forms that align with traditional feminine norms, while boys tend to use more direct and assertive language. These patterns are consistent with international research and underscore the influence of social and cultural factors on early language acquisition.

In conclusion, while this study is exploratory in nature, it provides a critical foundation for understanding the interaction between language development and gender socialization in Uzbekistan. Future research that builds on these preliminary findings will be essential in

guiding educational reforms and fostering environments that promote gender equity from early childhood onward.

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