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#### "EXPLORING LINGUISTIC MARKERS OF GENDER: A COMPREHENSIVE ANALYSIS"

Annotation

This article examines the linguistic choices and vocabulary utilized by different genders during instructional activities. It discusses the findings of prior research and analyses, focusing specifically on a case study conducted in Uzbekistan, utilizing survey results to highlight the distinctions between genders based on perspectives and insights gathered from various respondents.

**Key words:** Linguistic choice, grammatical accuracy, color terminology, intensifiers, social attitudes, critical reflection, academic achievement, educational context.

#### GENDER MARKERLARINING LINGVISTIK TANLOVI

Annotatsiya

Ushbu maqolada dars jarayonida genderni qarang lug'aviy tanlovlar va so'z ishlatishdagi farqlar tahlil etiladi. Avvalgi tadqiqot natijalari va tahlillari muhokama qilinib, O'zbekiston kontekstida, bizning so'rov natijalarimiz yordamida erkak va ayol o'qituvchilar o'rtasidagi muloqot uslublari va pedagogik yondashuvlardagi farqlar ko'rsatiladi. Turli qatnashuvchilardan to'plangan fikrlar va g'oyalarni orqali biz pedagogik diskursda genderlarning nozik jihatlari yoritishga harakat qilamiz, bu esa sinf dinamikasi va talabalar ishtirokiga ta'sirini tushunishga yordam beradi. Ushbu tadqiqot genderning ta'lim muhitidagi til ishlatishiga qanday ta'sir ko'rsatishini chuqurroq anglashga hissa qo'shadi va inklyuziv ta'lim muhitlarini rivojlantirish bo'yicha fikrlar beradi.

**Kalit so'zlar:** Lingvistik tanlov, to'g'ri grammatika, rang terminlari, intensivatorlar, ijtimoiy munosabat, tanqidiy namoyish, akademik muvaffaqiyat, ta'lim konteksti.

#### "ИССЛЕДОВАНИЕ ЛИНГВИСТИЧЕСКИХ МАРКЕРОВ ГЕНДЕРА: КОМПЛЕКСНЫЙ АНАЛИЗ"

Аннотация

В следующей статье описывается, как языковые выборы и слова, используемые различными полами, проявляются в процессе урока. Мы обсудили результаты исследований и анализ, проведенные ранее, и проанализировали случай Узбекистана в ограниченном объеме на основе наших результатов опроса, чтобы проиллюстрировать различия между полами в соответствии с мнениями и идеями, собранными от различных респондентов.

**Ключевые слова:** Языковой выбор, правильная грамматика, цветные термины, усилители, социальное отношение, критическое осмысление, академический успех, образовательный контекст.

**Introduction.** An essential part of sociolinguistics has always been the role that gender plays in language use. Some researchers looked at the connection[19] between gender and academic success in educational contexts, while others studied how various gender groups construct their identities through language in social contexts[20]. Three significant studies were typically recognised by many sociolinguistic researchers: Jespersen's groundbreaking book "Language, its Nature, Development and Origin"[21], Lakoff's seminal work on "Language and Woman's Place", and Tannen's "Genderlect Theory"[18].

"A new era in sociolinguistics began with Jespersen's book from 1922. Jespersen made the case that men and women speak in different languages[17]. He noted, for instance, that men used more adverbs and rude phrases than women, whereas women used more intensifiers, euphemisms, and empty adjectives. He said: "The vocabulary of a woman as a rule is much less extensive than that of a man. Women move preferably in the central field of language, avoiding everything that is out of the way or bizarre, while men will often either coin new words, or expressions, or take up old-fashioned ones, if by that means they are enabled, or think they are enabled, to find a more adequate or precise expression for their thoughts" [17].

Lakoff, based on assessments of how she and her acquaintances spoke and how television programs and advertising were presented, discovered a variety of language elements that women employed more than men. The author asserts that women asked questions using modals (should, could), wh- imperatives (Why don't you?), hedging (it seems like, kind of), polite forms

(would you mind? ), empty adjectives (adorable, lovely), tag questions (he's eating a desert, isn't he? ), proper grammar, colour terms, intensifiers (so, very, really), and declarative statements. In addition, women apologised more frequently than men, avoided using rude words, and lacked humour. The author claims that male dominance and unequal power dynamics between men and women were the causes of these usages. As she clarified in 1973:

"Both referential meanings and attitudes are embodied in the language we employ. [...] Strong emotional expression is discouraged, ambiguity is encouraged, and ways to explain ideas that are considered "trivial" to the "real" world are developed in proper women's speech. [...] As a result, women's personal identities are linguistically submerged; the language works against treating women as significant individuals with unique opinions"[18].

Main part. Conversely, Tannen highlighted that the "culture" that individuals have been exposed to has an impact on the language that they use[18] Tannen claims that this led to "cross-cultural" misunderstandings during discussions. Tannen, for instance, noted that women frequently interrupted one another when speaking to their female companions. Women saw no issues with this behaviour, which Tannen referred to as "participatory listenership"; nevertheless, men saw it as an interruption and a lack of focus. The amount of chatting that men and women did was the subject of another observation. asserts that although women spoke more than males in the home, men were more talkative in public.

Research has shown that there are notable differences in the language used by male and female teachers. The following

bullet points are some key findings from studies that have explored this topic:

**Language Descriptions.** According to a study comparing ratings of male and female professors on Rate My Professors, favourable academic adjectives like "smart," "intellect," and "genius" were more commonly used to characterise male instructors. In contrast, female teachers were often described using terms that align with traditional gender stereotypes, such as "nurturing," "strict," and "bossy".

**Teaching Styles and Language:** Male and female teachers may use different speech styles in the classroom, according to another study. While male teachers may use more direct and competitive language, female teachers frequently use language that encourages cooperation and support. This difference can affect classroom dynamics and student participation.

**Impact of Gender on Evaluations:** Biases may be reflected in the language used in teacher evaluations. For example, men teachers are more likely to be assessed on their teaching ability and intelligence, whereas female instructors may receive evaluation that places more emphasis on their personal qualities or beauty than on their efficacy as teachers.

To illustrate comparative analysis of the male and female teachers in the case of Uzbekistan we have conducted an online survey that was dedicated to know peculiarities of male and female teachers and their teaching methods. We chose an online survey so that we can gather more feedback on this topic from

#### THE LIST OF QUESTIONS:

No	Questions
1	What is the frequency of the word usage "hurmatli" in male and female speeches?
2	What are the most frequent word forms among males and females?
3	What is the difference in word choice of male and female teachers?
4	Who do you think uses more informal linking words such as "xo'sh", "qani", and "rak"?
5	Who uses more pampering suffixes such as "-gina", "-jon", "-xon"?

We chose 5 main questions to know about the teachers' speeches and their linguistic personality, and asked people to give their feedback. The respondents were gathered from primary school teachers of the English language. The number was overall

different age ranges and more volunteers to be able to participate in this questionnaire. The online platforms like Instagram and telegram were chosen as they are more frequent means of social media where people are far more active. The questionnaire was designed with different questions to know the opinions and some feedback that is suitable to the gender partners in the questions that are being asked.

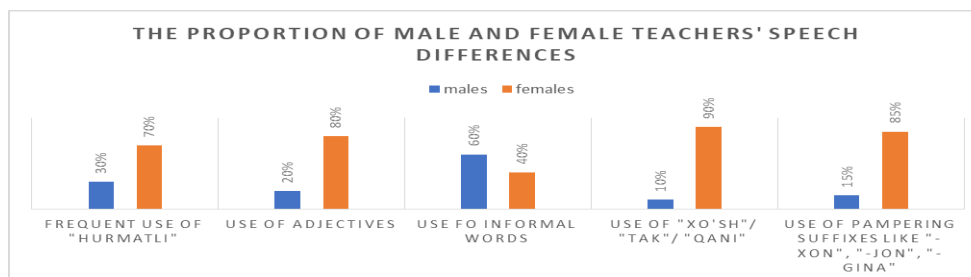
The procedure of the survey:

Online responses were gathered and grouped into several types to draw a particularly designed chart to show the results obtained. The online survey spanned about a week to get as much information and as many responses as possible. Overall, responses were gathered from different age groups, and there were some older respondents, too, who were able to recall their school and university years when they were exposed to male and female teachers' characteristics. Their responses were matched and compared to contemporary alternatives where some differences were available to discuss and demonstrate.

Some responses are sampled in the following paragraphs, and their viewpoints were important to give as a sample for the research that we did.

The following table is given to illustrate the differences that are available in the speech of male and female teachers. The task was to analyze word choice and level of speech, which is illustrated by gender counterparts, and analyze the case study in Uzbekistan.

100. The following diagram will illustrate summarized answers of the respondents of the study, and they will be demonstrated in percentages with illustrations:



In the above diagram, you can see some summarized conclusions of the online survey that has been grouped into different categories according to the frequency and the number of feedback that has been given. The most important and common answers and ideas have been gathered in the diagram.

Most respondents report that female teachers use more adjectives and adjective questions more frequently than males. This idea was supported by many more attendants of our survey.

One of the older respondents of our questionnaire recalled the word phrase "hurmatli o'quvchilar" that was very frequent in her male teacher's speech, yet it was opposed by many more people who contradicted to this opinion, they argued that this word is more common in the speech of female teachers as a gender matter, being very kind and supportive.

Attendants argue that male teachers use more informal words than female teachers and they report that they explain theoretical view linking to everyday life procedures, so they use more informal words that are related to everyday life rather than scientific ones.

However, some respondents argue that informal linking words like "xo'sh", "qani", "tak (Russian words)", "xullas" are more frequent in the speech of female teachers. They argue that female teachers use more scientific words to explain, but they will link their ideas with informal words to comfort their students.

During the survey, we asked one more question from the respondents about their reasons why they think it happened so. They always gave the answer of gender-based nature of humans according to male and female. They think gender related characteristics will be shown in the use of linguistic choice of persons.

In conclusion, the results of the survey will show that in the case of our country, the results of the survey illustrate that not only gender will impact on word choice, but also it is the culture from which these people come. So, our research has stated that different cultures and countries can give different results related to nationality features apart from gender characteristics.

Gender in sociolinguistics is a vital area of study that delves into the intricate relationship between language and gender, examining how linguistic practices are influenced by and

reflect societal gender norms. This field investigates the ways in which individuals express their gender identities through language and how societal expectations shape these expressions. By analyzing language use across different genders, sociolinguists uncover the nuances of communication and reveal the broader implications for identity and power dynamics within society.

One of the key aspects of gender in sociolinguistics is language variation. Research has shown that men and women often adopt different speech patterns, influenced by their socialization and cultural contexts. For instance, women may tend to use more standard language forms and exhibit greater politeness in their speech, reflecting societal expectations of femininity. Conversely, men might employ more assertive or informal speech styles, which can be seen as aligning with traditional masculine norms. These differences in language use are not merely superficial; they reflect deeper societal attitudes towards gender roles and can influence perceptions of competence and authority in various contexts, such as professional and academic settings.

Another important consideration in this field is the relationship between language and identity. Language serves as a crucial medium for individuals to express their gender identity. Many people adopt specific linguistic features to align with or resist traditional gender norms, utilizing pronouns, speech styles, and vocabulary that signal their identity. The emergence of non-binary and genderqueer identities has significantly expanded the

discourse around gender and language, prompting discussions about the need for inclusive language practices. This shift highlights the evolving nature of gender and the importance of recognizing diverse identities in linguistic studies, thereby challenging the rigid binary classifications that have historically dominated the conversation.

Furthermore, cultural context plays a crucial role in shaping gendered language practices. Sociolinguists recognize that how men and women communicate can vary significantly across different cultures, influenced by local norms and values. In societies where traditional gender roles are more pronounced, language may serve to reinforce existing stereotypes, while in more egalitarian contexts, language might reflect and promote gender equality. This cultural variability emphasizes the need for a nuanced understanding of gendered language that considers the rich diversity of human experiences.

**Conclusion.** Our research has demonstrated that culturally defined gender-based characteristics manifest in the speech of both male and female educators. The findings indicate that male teachers are more likely to employ informal language and draw upon real-life events to elucidate theoretical concepts. This tendency may stem from cultural influences inherent to gender expectations. From a cultural perspective, males are often perceived as more independent and self-assured, which may contribute to their flexibility and confidence in breaking down barriers between themselves and their students.

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