

ANALYSIS OF CULTURAL AND IDEOLOGICAL FACTORS INFLUENCING GENDERED LANGUAGE

Hamdamova S.O. (Lecturer),

Muzaffarova Sh. (Student)
Fergana State Technical University
Email: seviko9214@gmail.com

Abstract: this article explores cultural and ideological factors influencing the formation, usage, and interpretation of gendered language in various linguistic cultures. Particular attention is paid to comparing Western and Eastern linguistic practices, as well as ideological models that shape word choice in communication and education.

Keywords: gendered language, inclusive language, ideological factors, cultural environment, teaching and translation.

Gendered language today includes words and expressions that reflect, represent, and construct sociocultural gender. The choice and usage of such vocabulary are influenced both by the grammatical features of the language and by the ideological norms of society. A comparison of Western and Eastern approaches to gendered language helps us understand the difference between normative and dynamic language behavior.

Cultural Differences in the Formation of Gendered Vocabulary

Languages across cultures express gender differently. In languages with grammatical gender (e.g., Russian, French, German), gender is often marked morphologically. In analytic languages (e.g., English, Chinese), there is more flexibility, and neutralization practices are common.

For example, in English, there is a shift toward gender-neutral forms: instead of fireman, one uses firefighter; instead of stewardess – flight attendant. In Russian, a similar tendency faces resistance in perception: feminized forms like авторка or редакторка provoke debate in academic and media circles.

Ideology and Language: Mutual Influence

Language not only reflects but also shapes social norms. Policies of inclusion, equality, and human rights promote the spread of inclusive language. In countries with dominant patriarchal ideologies, gender-sensitive vocabulary is often met with resistance or even censorship.

Below is a comparative table of how gendered vocabulary is approached in Western and Eastern linguistic cultures:

Factor	Western Languages (e.g., English)	Eastern Languages (e.g., Uzbek)
Language Policy	Inclusive, neutral	Traditional, binary
Education	Integration of inclusive terminology	Lack of systematic integration
Media and Advertising	Language sensitivity	Use of traditional, established forms
Perception of Feminatives	Supported and expanding	Often perceived as unnatural

Practical Application: Teaching and Translation

For effective foreign language teaching, it is important to consider cultural perceptions of gendered language. This includes:

- Analysis of authentic texts focusing on vocabulary;
- Comparing translation options considering gender neutrality;
- Ethical discussions about gender in translation;
- Familiarity with international standards (e.g., UN Guidelines on Gender-Inclusive Language).

Cultural and ideological factors play a key role in the development of gendered language. Linguistic practice cannot be separated from social reality. Teachers, translators, and researchers must demonstrate critical thinking and adaptability to reflect modern language trends accurately.

References:

1. Cameron, D. (1995). *Verbal Hygiene*. London: Routledge.
2. Holmes, J. & Meyerhoff, M. (2003). *The Handbook of Language and Gender*. Oxford: Blackwell.
3. Pauwels, A. (2003). Linguistic Sexism and Feminist Linguistic Activism. In Holmes & Meyerhoff (Eds.), *The Handbook of Language and Gender*.
4. Eckert, P. & McConnell-Ginet, S. (2013). *Language and Gender*. Cambridge University Press.
5. United Nations. (2019). *Guidelines on Gender-Inclusive Language*.
6. Lakoff, R. (1975). *Language and Woman's Place*. New York: Harper & Row.
7. Boldyrev, N. N. (2004). *Cognitive Linguistics*. Tambov: TGU Publishing.

8. Bratus, B. S. (2000). Language and Ideology: Interaction and Interinfluence. // Moscow State University Bulletin. Philology Series.
9. Islamov, Sh. I. (2021). Gender in the Language Policy of Central Asia. // Philological Sciences in Uzbekistan.
10. APA Style. (2020). Bias-Free Language Guidelines. American Psychological Association.
11. Muminova, E., Honkeldiyeva, G., Kurpayanidi, K., Akhunova, S., & Hamdamova, S. (2020). Features of Introducing Blockchain Technology in Digital Economy Developing Conditions in Uzbekistan. In E3S Web of Conferences (pp. 04023-04023).
12. Numonjohnovna, Ergasheva Nargiza, Khamdamova Sevara Oybekovna, and Bobokhujaev Bokhodirjohn Boqirjohn Ugli. "Paralinguistic features of the written language: problems of classification." Проблемы современной науки и образования 12-2 (145) (2019): 116-118.
13. Ergasheva N. N., Khamdamova S. O., Toshmatova N. A. DEVELOPMENT OF THE COMMUNICATIVE COMPETENCE OF STUDENTS AT THE LESSONS OF THE ENGLISH LANGUAGE IN NON-PHILOLOGICAL HIGHER EDUCATIONAL INSTITUTIONS //Вестник науки и образования. – 2019. – №. 19-2. – С. 66-68.
14. Хамдамова С. О. Эффективность использования мультимедиа и гипермедиа на занятиях английского языка //Вопросы науки и образования. – 2018. – №. 8 (20). – С. 89-91.
15. qizi Hamdamova S. O. et al. GENDER'S IMPACT ON THE ACHIEVEMENTS IN THE PROCESS OF LEARNING THE ENGLISH LANGUAGE AS A FOREIGN LANGUAGE //Scientific Bulletin of Namangan State University. – 2021. – Т. 2. – №. 2. – С. 415-418.
16. Qizi K. S. O. Teaching Gender-Sensitive Language And Gender-Biased Terminology //The American Journal of Social Science and Education Innovations. – 2021. – Т. 3. – №. 09. – С. 28-33.
17. Kasimova G. M., Hamdamova S. O. GENDER TERMINOLOGY. SUGGESTED WAYS OF TEACHING AND NEEDS OF GENDER TERMINOLOGY //PEDAGOGS journali. – 2023. – Т. 35. – №. 2. – С. 123-127.
18. Hamdamova S. O. Q. Gender tushunchasi va uning asosiy mohiyati //Oriental renaissance: Innovative, educational, natural and social sciences. – 2022. – Т. 2. – №. Special Issue 20. – С. 714-717.
19. Hamdamova S. O., Negbaxtov S. Y. TEACHING ENGLISH THROUGH DIGITAL EDUCATION //Fergana state university conference. – 2023. – С. 29-29.
20. ХАМДАМОВА С. О. ГЕНДЕР. ОБРАЗОВАНИЕ. ТРАНСФОРМАЦИЯ //ЭКОНОМИКА. – С. 999-1002.
21. Hamdamova S. O., Saminjonov H. TEACHING AND LEARNING PROCESS //Fergana state university conference. – 2023. – С. 76-76.
22. Mahmudovna K. G. et al. TEACHING GENDER TERMINOLOGY, EFFECTIVE TEACHING STRATEGIES OF TEACHING GENDER TERMINOLOGY, RESOURCES AND CHALLENGES OF TEACHING TERMINOLOGY IN AN ESL CLASSROOM //Proceedings of International Conference on Modern Science and Scientific Studies. – 2023. – Т. 2. – №. 6. – С. 129-134.
23. Hamdamova S. O., Negbaxtov S. Y. TEACHING ENGLISH THROUGH DIGITAL EDUCATION //Fergana state university conference. – 2023. – С. 29-29.