



“PROSPECTS AND OPPORTUNITIES FOR INCLUSIVE TEACHING IN HIGHER EDUCATION: CHALLENGES AND SOLUTIONS”

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IMKONIYATLARI: MUAMMO VA YECHIMLAR” MAVZUSIDAGI
XALQARO ILMIY-AMALIY ANJUMAN
MATERIALLARI**

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ANJUMAN ISHTIROKCHILARIGA QUTLOV

Bugungi kunda jamiyatimizda alohida ehtiyojli bolalarning rivojlanishi, ta'lim-tarbiyasi uchun qulay imkoniyatlar yaratishga qaratilgan o'zgarishlar ro'y bermoqda. O'zbekiston Respublikasi Prezidentining 2020-yil 13-oktyabrdagi "Alohida ta'lim ehtiyojlari bo'lgan bolalarga ta'lim-tarbiya berish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qaroriga muvofiq talabalarga teng shart-sharoitlar yaratish uchun, inklyuziv ta'limni rivojlantirish konsepsiyasi ishlab chiqildi. Shunga ko'ra O'zbekistonda alohida ehtiyojli bolalarning jamiyatga ijtimoiy moslashuvi, ta'lim-tarbiya olishlariga imkoniyatlar yaratilmoqda.

Ijtimoiy-iqtisodiy rivojlanishning hozirgi davrida butun dunyoda sog'lom odamlar va sog'ligida muammolari bo'lgan shaxslar auditoriyada birgalikda ta'lim olish uchun innovatsion ta'lim platformalari asosida o'quv jarayoniga yangi texnologiyalarni tadbiq etish va o'zlashtirish tendensiyalari kuzatilmoqda. Jahon ta'lim amaliyotida bu yo'nalish inklyuziv ta'lim deb ataladi, O'zbekiston Respublikasi o'quv jarayoni amaliyotiga ham inklyuziya kirib keldi.

Alohida ehtiyojli bolalarni tarbiyalash mamlakatimizning asosiy vazifalaridan biridir. Bugun jamiyatimiz o'z oldiga nogironligi bo'lgan shaxslarning huquqlarini har tomonlama qo'llab-quvvatlash, bu jarayonning barcha bo'g'inlarida ularning to'laqonli ta'lim olish imkoniyatini amalda qo'llash vazifasini qo'ygan. Bizning fikrimizcha, bu vazifani amalga oshirishning eng maqbul va samarali yo'nalishi aynan inklyuziv ta'limdir. Inklyuziv ta'lim - bu tirik organizm, tirik jarayon bo'lib, u o'qituvchilar va otaonalar tomonidan o'quv jarayoniga ijodiy yondashishni nazarda tutadi. Zero, har bir bola individual yondashuvni talab qiladi, har kim bilim olish va jamiyatda o'z qobiliyatini e'tirof etish huquqiga ega"dir.

Yuqorida aytilganlardan kelib chiqib, biz mamlakatimizda nogironligi bo'lgan shaxslarning to'laqonli turmush tarzini olib borishlariga, faol hayot kechirishlariga, jamiyatning iqtisodiy va siyosiy hayotida ishtirok etishlari, shuningdek fuqarolik majburiyatlarini bajarishga ko'maklashuvchi mamlakatimizda inklyuzivlikni rivojlantirish borasida amalga oshirilayotgan siyosatni zamonaviy voqelikdan kelib chiqqan holda dolzarb va muhim deb hisoblaymiz.

Xususan, O'zbekistonda inklyuziv ta'lim istiqbollari belgilashda "Oliy ta'lim tizimida inklyuziv ta'lim istiqbollari va imkoniyatlari: muammo va yechimlar" mavzusidagi xalqaro ilmiy-amaliy anjumani amaliy ahamiyat kasb etadi.

Mazkur konferensiya to'plamiga jami tushgan maqolalar soni 300 taga yaqin bo'lib, shundan 50 dan ortig'i xorijiy maqolalardir. Bugungi xalqaro anjumanda xorijiy davlatlardan, xususan Tojikiston, Qozoqiston, Qirg'iziston, Rossiya, Indoneziya, Malayziya, Hindiston, Janubiy Koreya, Yaponiya, Italiya, Turkiya, AQSH kabi mamalakatlardan yigirmaga yaqin xalqaro universitetlar reytingida munosib o'ringa ega xorijiy OTMLar vakillari hamda Respublikaning OTM lari hamda ilmiy markazlaridan ellikka yaqin vakillarning o'z tadqiqotlari va xorijiy tajribalari bilan ishtiroki kutilmoqda. Biz uchun muloqot, tajriba almashish va hamkorlik muhim.

Oliy ta'lim muassasalarida inklyuziv ta'limni rivojlantirishning zarurati, ushbu ta'lim shaklini joriy etishda mavjud muammo va to'siqlarni aniqlash va samarali yechimlarni ishlab chiqish, inklyuziv ta'limda ilg'or usullarni joriy etish orqali barcha talabalarga ta'lim dasturlarini o'zlashtirish uchun teng imkoniyat yaratish hamda ulardagi muammo va yechimlar kabi masalalar muhokamasi anjumanning maqsad va vazifasini tashkil etadi.

O'ylaymanki, ushbu xalqaro ilmiy-amaliy anjumanda muhokama qilinayotgan dolzarb masalalar o'z yechimini topadi. Anjuman so'nggida mutaxassislar tomonidan bildirilgan takliflar va tavsiyalar bugungi kun inklyuziv ta'lim sifatini oshirishiga xizmat qilishiga ishonch bildiraman.

Anjuman ishiga muvaffaqiyatlar tilab, ishtirokchilarga, xususan xorijiy mamlakatlardan va respublikamizning oliy ta'lim muassasalaridan tashrif buyurgan mehmonlarimizga o'z minnatdorchiligimni bildiraman.

*SamDCHTI rektori
f.f.f.d. (PhD), dotsent
B.Xolikov*

POLITENESS AND GENDER: LINGUISTIC AND SOCIAL PERSPECTIVES

*Farhodova Sh.U.*¹

Abstract:

Politeness and gender are highly correlated through language and social contacts. This article explores the variations in politeness between the genders using linguistic theories and social points of view. It examines the numerous politeness strategies used by men and women, which are influenced by cultural standards and customs. The argument combines feminist points of view, gendered communication theories, and empirical research to underline the dynamic and performative element of gendered politeness. Research indicates that women usually use more cooperative and helpful ways whereas men generally utilize aggressive and competitive politeness techniques, which mirrors wider society power dynamics [1, p. 12].

Keywords: Politeness, gender, linguistics, communication, social norms, pragmatics, discourse analysis.

In human communication, politeness is a fundamental quality that shapes social interactions and reinforces cultural standards in great part. Linguistic research throughout the years have exposed gender differences in language use, particularly with relation to the way politeness is expressed. Recent studies expose the performative element of gender and politeness, therefore challenging this binary approach [2, p. 34]. Conventional wisdom holds that women are more courteous than men because of societal expectations; yet, new studies refute this binary view. This study aims to find the ways in which gender influences politeness by means of an analysis of linguistic, social, and pragmatic points of view.

Research on civility in gendered communication has achieved very significant progress. Early studies like Lakoff (1973) claim that women seem more polite by using more hedges, tag questions, and indirect language [3, p. 47]. Holmes (2006) expanded on this by contending that women stress maintaining harmonic relationships whereas men typically use language for information exchange and dominance [4, p. 94]. Tannen (1990) initially put forth the concept of gendered conversational patterns, wherein women stress connection and males stress status. More modern studies, notably Mills (2003), which emphasizes the need of context in gendered politeness [5, p. 102], challenge these distinctions.

Gender is an identity that is socially created and influences language use; it is more than simply a biological difference. Butler (2000) said that gender is a performative term, which would help one to understand individuals carrying out gender roles via their behaviour and words [6, p. 250]. This implies that men and women are trained into distinct language practices rather than having inherent different politeness strategies. Research on politeness helps one to arrive to this conclusion. Women may use more mitigating language whenever they are in professional settings, therefore following the guidelines of being cooperative and non-confrontational [7, p. 189].

Positive politeness and negative politeness are two two categories into which linguistic research has divided the many strategies to politeness (Brown & Levinson, 1987). Positive politeness aims to establish rapport; women commonly utilize this approach by using language that is inviting and motivating. Men often have formal and detached communication styles [8, p. 245]. Usually connected with these communication approaches is negative politeness, which emphasizes on reducing imposition.

Empirical studies have revealed that whereas men are more inclined to interrupt and demonstrate their authority during conversations, women are more prone to participate in backchanneling (such as "uh-huh" or "I see") and agreement indicators in order to encourage discourse [4, p.94]. Regarding professional settings, this relationship shapes people's perceptions

¹ Farhodova Shahzoda Umidovna, Teacher of Samarkand State Institute of Foreign Languages

of leadership and can cause powerful women to be less appreciated than aggressive men [5, p.102].

Cultural environment is one of the main factors influencing gender politeness most of the time. In collectivist societies, women's courteous behaviour corresponds with social peace. Conversely, in individualistic societies, directness is more accepted across sexes [3, p. 47]. Furthermore, affected by occupational inequalities is gender politeness; in fields dominated by men, women may use more masculine language traits to build confidence [6, p.250].

Recent studies have thrown into doubt the prevalent wisdom that women are intrinsically more polite than men. Cameron's 2007 [1, page 12] thesis is that the situation of the occasion determines politeness not just in terms of gender but also. Studies carried out in a range of linguistic groups, including Papua New Guinea, have shown that women sometimes adopt direct and aggressive attitudes that go against the popular notions in Western society [7, p. 189].

The abundance of digital communication has led to notable changes in gendered etiquette. Online sites like Facebook and Twitter create environments where traditional gender norms simultaneously support and challenge themselves. While men often use language that is more direct and authoritative in digital communication, studies have shown that women prefer to develop rapport in text-based interactions using more emoticons, exclamation marks, and hedging [8, p. 245]. Conversely, anonymity on the internet could assist to reduce gender-based linguistic inequalities, therefore allowing users to negotiate etiquette free from social constraints [5, p.102].

The ways in which gender interacts with other social categories—such as age, class, and race—complicate the polite behaviors even further. Research results indicate that based on the social hierarchies and expectations they follow, women from several cultural backgrounds may show different degrees of politeness. Regarding communication styles, younger generations reject such norms by using more egalitarian techniques [4, p. 94]. For example, in many societies, elderly ladies are supposed to speak using language more courteous to their younger generations.

Regarding social equality, education, and corporate communication, knowledge of gendered etiquette has pragmatic consequences. Encouragement of more inclusive communication practices may be achieved by bringing hidden prejudices in politeness standards from the general public under attention. [2, p.34] Future research should keep looking at the ways fast changing gender identities and digital communication affect politeness criteria. Furthermore, thorough research on the interactions between power dynamics and gendered politeness in political and legal speech might provide insightful analysis of the language policies of institutions. [7, p. 189].

In conclusion, social conventions and linguistic traditions shape the closely connected factors of gender and politeness. Though past studies indicate that women are more polite than men, modern points of view emphasize the variety of politeness strategies based on performance and environment. Acknowledging the intricacy of gendered communication helps one to see linguistic activity in a more nuanced sense, which finally results in more equitable social interactions [8, p. 245]. Future research should keep examining how shifting gender roles, intersectionality, and digital communication affect politeness strategies in many social settings.

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