

GENDER AND GENDER ATTRIBUTES

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Abstract: Every individual born as a member of one of the two sexes has a gender according to the sex to which he or she belongs. This is because the social order envisages two completely different worlds of behavior, thinking and perception for men and women. From the moment the biological sex of the child is known by the parents, whether it is before birth or immediately after birth, the appropriate characteristics of gender for that child begin to be compiled and operationalized. In the following process, the gender to be internalized by the individual who is born into a cultural environment, and thus into an environment where the characteristics and rules of gender are determined, is constructed in all its dimensions

Key words: language, gender, sociolinguistics, culture, gender discourse, masculine, feminine, sexism.

Annotatsiya

Ikki jinsdan birining vakili sifatida tug'ilgan har bir shaxs o'zi mansub bo'lgan jinsga ko'ra jinsga ega. Chunki ijtimoiy tuzum erkak va ayol uchun mutlaqo boshqa ikki xil xulq-atvor, tafakkur va idrok dunyosini nazarda tutadi. Keyingi jarayonda, madaniy muhitda tug'ilgan shaxs tomonidan o'zlashtirilishi kerak bo'lgan jins, shuning uchun jinsning xususiyatlari va qoidalari belgilanadigan muhitda, uning barcha o'lchovlarida qurilgan.

Аннотация

Каждый человек, рожденный представителем одного из двух полов, имеет пол, соответствующий полу, к которому он или она принадлежит. Это связано с тем, что социальный порядок предусматривает два совершенно разных мира поведения, мышления и восприятия для мужчин и женщин. В следующем процессе гендер, который должен быть усвоен человеком, рожденным в культурной среде и, следовательно, в среде, где определяются характеристики и правила гендера, конструируется во всех его измерениях.

Ключевые слова: язык, гендер, социолингвистика, культура, гендерный дискурс, мужское начало, женское начало, сексизм.

Personality represents the organized, stereotyped, habitual set of feelings, attitudes and behaviors that distinguish people from each other or make each person different from others. Personality includes all biological and psychological, inherited

and acquired abilities, motives, emotions, desires, habits and behaviors of the individual. In the formation of personality, it is possible to see the influence of the innate (hereditary) characteristics of the human being and the environment in which he/she lives together. Therefore, taking into account the influence of the environment, it can be said that personality reflects not only the characteristics specific to the individual, but to a large extent some of the characteristics of the human community in which they live.

Man is a being who gains his personality and individuality in the process of conforming to his environment, that is, to society (socialization), and who is structured depending on certain types of relationships. The effort, process and success of the human being to find his/her individual place in this socialization constitute the determining elements of his/her personality. While the individual adapts to the society in which he/she is embedded with his/her natural abilities, his/her personality is also constructed. The foundations of personality are laid in the first years of life; its outlines appear around the age of six, but it takes its final form towards the end of adolescence. It is during these early years of life that the individual finds his or her personality. The individual's search for answers to questions such as *Who am I, How should I behave?* ..., which occupies the individual's mind intensely especially in the adolescent years, leads to being influenced by other people in his/her close environment. He reviews the value judgments and world view of the people around him and his own values, judgments and world view, which are still in the formation stage. While doing all this, he/she develops a personality appropriate to his/her gender in the network of relationships in which he/she lives.

An important dimension of personality is constituted by the value judgments, beliefs and prejudices about gender prevalent in society. While the individual has a personality centered on his/her own biological sex, he/she not only accepts the value judgments, beliefs and prejudices existing in the society for himself/herself, but also accepts and internalizes those for the other gender in the same way. These characteristics, which we call the essential qualities of the sexes, affect and guide the individual's self-understanding and evaluation as well as his/her relations with other individuals throughout his/her life.

The findings of our research on gender attributes in our society are as follows: The most common gender attributes that female respondents believe or think belong to women are *loyalty* (90%), *caring for special occasions (birthdays, wedding anniversaries)* (89%), *compassion* (89%), *being sensitive, kind, understanding and compassionate* (89%). The most common traits that female participants believe or think belong to men are *being agreeable* (69%), *competitive* (65%) and *quarrelsome* (62%). *Being flirtatious* and *authoritarian* were also mentioned by female respondents among men's attributes. *Being religious* (64%) and *sexually attractive* (60%) are traits that

female respondents find suitable for both sexes. Being *rule-oriented* (72%), *superstitious* (72%), *incapable* (58%), and *ambitious* (40%) are characteristics that female respondents do not find suitable for both sexes.

The most common gender attributes that male participants believe or think belong to women are *caring for special occasions (birthdays, wedding anniversaries)* (91%), *compassionate* (81%) and *sensitive* (76%). Being *a virgin, sexually attractive, loyal, kind, sensitive, understanding and compassionate* are also among the attributes of women, although at relatively different levels. The most important attributes that men consider as belonging to men are being *compliant* (92%), *secretive* (11%) and *quarrelsome* (72%). Being *the pillar of the house, authoritarian, leader, competitive, flirtatious, a leader, and being able to live without depending on anyone else* were some of the other qualities that male participants accepted among the qualities of men. Male participants characterized being *caring* (68%), *smart and sensible* (64%), *resilient* (62%), *religious* (57%), *devoted to humanity* (63%), *jealous* (59%), *accurate decision maker* (56%), *able to stand on one's own feet* (50%), and *concerned about social problems* (62%) as characteristics suitable for both sexes. Male participants do not find the characteristics of being *incapable, cold/repulsive* (73%), (68%), *superstitious* (64%), *dreamy* (62%), *rule-oriented* (57%), and *easily justified* (55%) suitable for both genders.

All of these show that both women and men accept emotionally dominant traits as belonging to women, and outward-oriented traits, which are usually brought about by social life or revealed in social life, as belonging to men. However, the fact that both female and male participants expressed relatively more traits as traits suitable for both sexes is important in terms of showing that significant changes have taken place in gender. In this change, we have determined that individual's education levels, living in the city center and relatively higher economic incomes are effective independent variables."

Every individual born as a member of one of the two sexes has a gender according to the sex to which he or she belongs. This is because the social order envisages two completely different worlds of behavior, thinking and perception for men and women. From the moment the biological sex of the child is known by the parents, whether it is before birth or immediately after birth, the *appropriate* characteristics of gender for that child begin to be compiled and operationalized. In the following process, the gender to be internalized by the individual who is born into a cultural environment, and thus into an environment where the characteristics and rules of gender are determined, is constructed in all its dimensions.

These two characteristics, biological sex and gender, are traditionally interrelated to such an extent that it is very difficult, even impossible, to think of them separately. The traditional conception of society, whereby the female is feminine in her

behavior, thoughts, beliefs, appearance, attitudes and perceptions, and the male is masculine, creates a living space for each individual, and social control does not allow that space to be violated. This distinction builds a world in which the individual can live comfortably due to the basic characteristic of culture. However, this world also represents a world in which discrimination with a traditional past is valid.

The subject of the process is usually male and the object is usually female. Despite some periodic changes, this situation has not led to a significant change in the traditional character of felicity.

The concept duo that best reflects the projection of these historical processes in sociological analysis is the concept of private-public space. For this reason, the private-public dichotomy has a special place and importance in contemporary gender studies. When trying to define/explain women's social existence, identity, position and actions, the concept taken as a reference point is the public sphere. The discourse of women's access to the public sphere or its prevention is an integral part of the sociological analysis of women. Girls are raised in such a way that they are more oriented towards the home and acquire passive qualities, and for this reason, they are deprived of the opportunities to be equally and equally active with boys at all levels of social, political, economic and cultural life. Despite legal regulations, the number of children receiving education is also skewed against girls. Especially in cases where the financial resources of the family are not sufficient, emphasis is placed on the education of boys and girls are deprived of educational opportunities. For girls who are fortunate enough to have access to education, gender roles are embodied in educational materials, practices and the attitudes and behaviors of teachers, thus reproducing the existing social inequalities between girls and boys.

Undoubtedly, there is much work to be done and a long way to go to end the problems caused by the deeply rooted gender hierarchy in society.

However, first and foremost, it is clear that individuals' thoughts need to be changed and, accordingly, their perceptions and attitudes towards gender need to be reconstructed. The most important means to achieve this is to change the education system, which is currently the cradle of gender. Of course, changing the official education system alone will not be enough, but there is no doubt that this will be an important step. This is because research has shown that despite all its negativity, discrimination in the field of gender weakens to a certain extent as individuals' education levels increase.

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