



DESTROYING STEREOTYPES: LINGUODIDACTIC GOALS

Istamova Dilnoza Sadulloyevna (PhD)

Navoi State Pedagogical Institute, Uzbekistan, Navoi

Abstract

The article discusses some aspects of the stereotyping process and possible ways to overcome cultural stereotypes when teaching foreign languages.

Keywords: stereotype, language, method, foreign language, technology.

INTRODUCTION

When starting a conversation about the phenomenon of stereotyping, it is necessary to immediately emphasize that the concept of “stereotype” is considered in modern research as a complex linguo-sociocultural phenomenon. As a consequence, the scope of this concept varies depending on which aspect the researcher chooses. There are a number of works in which stereotypes are studied within various areas of psychology, including cognitive science and social psychology. However, many authors admit that language plays a leading role in the creation of stereotypes: “Language serves to spread prejudice” [1]. This understanding of the nature of stereotypes leads to the need to study them in the “borderline” branches of modern linguistics - psycholinguistics, ethno linguistics and sociolinguistics.

MATERIALS AND METHODS

It is believed that the theoretical foundations for the study of stereotypes were laid in the 20-30s. XX century American sociologist Walter Lippman in works devoted mainly to problems of public opinion [3]. At the end of the 40s. In the twentieth century, as a result of the redistribution of the existing world order, there is a new surge of interest in the study of ethnic stereotypes, which are defined as “... a picture in the minds of people regarding their own or other national groups. Such images or ideas are usually widespread in society; as a rule, they are extremely primitive and insensitive to objective reality” [4].



RESULTS AND DISCUSSION

The problem of the relationship between a stereotype as a mental formation embodied in language, its linguistic embodiment, and reality includes several aspects:

- how false/true stereotypes can be;
- How stable/subject to change stereotypes are.

In all likelihood, each representative of a given particular society, regardless of the level of their internal looseness and tolerance, is not free from certain stereotypes inherent in this social group. But the question is how stereotypes contribute to the objectivity of a person's perception of the real state of affairs, whether stereotypes have a positive impact on the vector of perception of reality, whether a person can go beyond established stereotypes and change his attitude towards objective reality, and how to teach this?

Thus, M. Bennett believes that there are both positive stereotypes (they are operated by well-meaning but poorly informed people) and those that are used for obviously unseemly purposes.

Proponents of the social theory of stereotypes (following W.Lippman) believe that the formation of stereotypes can be considered as saving one's own efforts, since trying to see all things anew and in detail, and not as types and generalizations, is tiring. In addition to saving effort, stereotypes contribute to the categorization of the world in the mind of the individual. The stereotypical picture of the world may not be complete, but it is a picture of the world to which we have adapted. In this world, people and objects occupy their assigned places and act in expected ways. It is a generally accepted fact that stereotypes are formed under the influence of a particular culture and often remain an unconscious basis for most of our actions. In cases where a person's own experience conflicts with a stereotype, it is possible that the contradiction will either be ignored or included in an already existing picture of the world. The latter will indicate the individual's ability to go beyond generally accepted ideas and form his own opinion, even if it contradicts the beliefs of the majority.

More than once the opinion has been expressed that a person who studies another language in depth begins to change his behavior towards representatives of his own society, absorbing foreign language culture through the language. As a rule, students of a foreign language begin to note that before they did not think about "why it is like this for US, and why it is different for THEM," drawing appropriate conclusions (not) in favor of one or another value system. It becomes all the more



necessary for the teacher to focus students' attention on the discrepancies in the typical ideas existing in one's own/ALIENS culture, explaining the possible reasons for their existence.

The role of the teacher in explaining the behavioral stereotypes of representatives of another nation is difficult to overestimate. Of course, the current media space (television, the Internet, the availability of a variety of authentic audio and video materials) contributes to the destruction of many ethnic stereotypes, but the explanations given by the teacher should again and again focus students' attention on such communication stereotypes that "pony - they toil with their minds," but "are not accepted by their souls." Of course, the teacher of a foreign language himself, unless he/she is a native speaker of this language, largely depends on stereotypes formed under the influence of his own socio-cultural environment, and one of the most important tasks of the teacher is the constant readiness to SEE and EXPLAIN different things in own/foreign culture.

As is known, stereotypes that can create interference in intercultural communication are divided into several types, including:

1. Social (household);
2. political;
3. racial;
4. Gender;
5. Professional, etc.

From personal experience, most people who are faced with a foreign cultural reality know that the most obvious differences are at the everyday level: the traditional way of life, eating habits, clothing, etc. Racial and political stereotypes often become clear only after prolonged communication with representatives of another nation, since, as a rule, such stereotypes manifest themselves in very specific situations. But social, racial, and political stereotypes can be explained from the point of view of "certain linguistic and cultural realities." However, there is a special type of stereotypes that is more or less characteristic of every modern ethnic community - gender stereotypes.

Gender stereotypes begin to form among the first, in early childhood, and are the most difficult to change. In this regard, Western civilization historically turned out to be the first within whose framework the tendencies to change existing social beliefs clearly manifested them (the feminist movement, the "sexual revolution"). These trends, of course, had a great public resonance, but concerned only a small part of society, the most radically minded young people. Over time, the ideas that



arose within these movements became more and more firmly rooted in people's consciousness. However, only towards the end of the twentieth century. It became obvious that certain gender stereotypes needed to be “forcibly” changed.

As an example, we present several texts from A. Baker’s phonetic course, widely known among professional English language teachers, “Ship or Sheep?”. The first edition of this course appeared in 1977, then the course was republished in 1981 and 2006. The first two editions were not fundamentally different from each other. The review of the third edition says: “fully-revised” (completely revised). Taking into account the fact that 25 years have passed between the last two editions, and the world community of the beginning of the 21st century. has largely reconsidered its cultural attitudes, it becomes clear why the Cambridge University Press decided to change the text content of the course.

By comparing the material in the two editions of the phonetics course mentioned above, one can clearly see how much the consciousness of the English-speaking community has changed in relation to some gender stereotypes. In our opinion, the same trends exist in modern Russia, but we rather talk about the need to change our attitude towards certain gender attitudes. In our society there are no such ardent adherents of political correctness, which even manifests itself in the change of some “sexism” - linguistic stereotypes - like: fireMAN > firefighter, stewardESS > flight attendant. When teaching English to Russian-speaking students, the teacher more than once has to draw their attention to the incorrect interlinear translation of phrases like: “Every MAN wants to be happy and HE does everything for it”.

Gender stereotypes that are rooted in our consciousness relate to various aspects of the existence of an individual within society. If a teacher is dealing with students of middle and high school age, then, probably, more attention should be paid to the issue of overcoming gender stereotypes regarding interpersonal relationships, since during the period of growing up, adolescents develop a rigid behavioral matrix, which subsequently influences their partnerships and relationships.

As you know, in a society with patriarchal foundations, there are two main, “correct” models of behavior for men and women:

MAN (strong, brave, not afraid of pain and difficulties, must ensure the existence of his family, does not have to explain his actions, can “take a walk”);

WOMAN (kind, gentle, faithful, patient, obedient, etc., but curious, talkative, capricious, illogical in her actions).



These models are taken for granted, even if we realize that, for example, it is unfair for a woman to tolerate a man's infidelity. But for comparison, here are two dialogues from the course

"Ship or Sheep?»

I love you

Russ: Honey, why are you so sad? (Janet says nothing.) Honey, why are you so unhappy? I don't understand.

Janet: You don't love me, Russ!

Russ: But, honey, I love you very much.

Janet: That's untrue. You love my cousin, Sunny. You think she's lovely and I'm ugly.

Russ: Janet, just once last month I took Sunny out for lunch. You mustn't worry. I like your company much better than Sunny's.

Janet: Oh, shut up, Russ.

Russ: But, honey, I think you're wonderful. You mustn't...

Janet: Oh, shut up!

I love you

Jasmine: Honey, why are you so sad? (Duncan says nothing.) Honey, why are you so unhappy?

I don't understand.

Duncan: You don't love me, Jasmine!

Jasmine: But, Duncan, I love you very much! Duncan: That's untrue, Jasmine. You love my cousin. Jasmine: Justin?

Duncan: No, his brother.

Jasmine: Dudley?

Duncan: No. Stop being funny, Jasmine. Not that one. The other brother. Hunter. You think he's lovely and I'm unattractive.

Jasmine: Duncan! That's utter rubbish!

Duncan: And Hunter loves you too.

Jasmine: No he doesn't.

Duncan: Yes he does.

Jasmine: Duncan, just once last month I had lunch with Hunter. You mustn't worry. I like your company much better than Hunter's. Hunter's...

Duncan: Oh, just shut up, Jasmine!

Jasmine: But, honey, I think you're wonderful.

Duncan: Oh, shut up, Jasmine.



Jasmine: Now that's enough! You're jealous, Duncan. You shut up!

In both dialogues, the setting is the same - a scene of jealousy, but in the second text the gender attitudes are polarized: jealousy is manifested on the part of the man (who is sad and sad), and the woman (who believes that lunch in a restaurant with another man does not mean courtship and manifestations of love)) believes that her partner's behavior is simply stupid.

Another example: in one of the dialogues of the first two editions the phrase Mr. Cook (to Mrs. Cook): Woman! Could you tell me where you've put my book? In the 2006 edition, the phrase changes to: Could you tell me where you've put my book, Bronwen? In the conversation between husband and wife, there is no longer a strict indication of the gender stereotype "a woman should not touch or rearrange her husband's things, if he left something where it is, then that's what he needed." It is extremely difficult to change gender stereotypes regarding the professional activities of men and women. In modern society, where a woman can become both the commander-in-chief of the army and the popularly elected head of state, there is still a question about "male" and "female" professions, about equality in salary levels, etc. But these stereotypes must be overcome, as the creators of the revised version of the course believe.

"Ship or Sheep?" Let us give examples of the destruction of existing prejudices. Here is an excerpt from a dialogue that discusses inappropriate behavior between a nurse (first edition) and a male nurse (revised). Based on the typological features of the English language, this change in the professional stereotype is not so obvious (the same noun nurse is replaced by both a feminine pronoun and a masculine pronoun).

The worst nurse

Colonel Burton: NURSE!

Sir Herbert: Curse these nurses!

Colonel Burton: Nurse Sherman always wears such dirty shirts.

Sir Herbert: **And such short skirts.** (This phrase is not in the new edition.).

Colonel Burton: **She** (changes to he) never arrives at work early.

Sir Herbert: Nurse Sherman is the worst nurse in the ward, isn't **she** (changes to he)?

Colonel Burton: No, **she** (changes to he) isn't. **She** (changes to he) is the worst nurse in the world.

In connection with the question of society's attitude towards the performance of their professional duties by men and women, one cannot help but touch upon the



topic of so-called “double standards”, when similar models of behavior in similar situations are interpreted in completely different ways. But even there, the system of double standards has not been overcome and often groundlessly justifies a negligent employee (usually male) or unfairly accuses an executive employee (usually female). Here are excerpts from the book *Paths to Power*:

Impressions from an Office

1. The family picture is on HIS desk. Ah, a solid, responsible family man. The family picture is on HER desk. Umm, her family will come before her career.
2. HIS desk is cluttered. He's obviously a hard worker and a busy man. HER desk is cluttered. She's obviously a disorganized scatterbrain
3. HE is talking with his co-workers. He must be discussing the latest deal SHE is talking with her co-workers. She must be gossiping.
4. HE's having lunch with the boss. He's on his way up. SHE's having lunch with the boss. They must be having an affair.
5. HE got an unfair deal. Did he get angry? SHE got an unfair deal. Did she cry?
6. HE's getting married. He'll get more settled. SHE's getting married. She'll get pregnant and leave.
7. HE's having a baby. He'll need a raise. SHE's having a baby. She'll cost the company money maternity benefits.
8. HE's going on a business trip. It's good for his career. SHE's going on a business trip. What does her husband say?
9. HE's leaving for a better job. He knows how to get a good opportunity. SHE's leaving for a better job. Women are not dependable.

CONCLUSION

Thus, one of the important tasks facing a foreign language teacher is the search for such authentic materials, during the study of which students will be able to compare how close the behavior patterns of representatives of their own and foreign cultures are in similar communication situations, and based on such an analysis, create their own an idea of what behavioral strategy can be most successful in each specific case.

REFERENCES

1. Vodak R. *Language. Discourse. Policy.* Volgograd, 2017.
2. Leontovich O.A. *Russians and Americans: paradoxes of intercultural communication.* M., 2015.

[HTTPS://IT.ACADEMIASCIENCE.ORG](https://it.academiascience.org)



3. Lippman U. Public opinion / Transl. from English M., 2014.
4. Oslon A. Walter Lippman on stereotypes: extracts from the book “Public Opinion” // Social reality. 2016. No. 4. P. 125-141.
5. Sorokin Yu.A. Psycholinguistic aspects of text learning. M., 2015.
6. Sorokin Yu.A., Markovina I.Yu. Ethnopsycholinguistics. M., 2018.
7. Sudakov K.V. Dynamic stereotypes, or Information imprints of reality. M., 2012.
8. Ter-Minasova S.G. Language and intercultural communication. M., 2020.