

ляются к формированию у педагогов соответствующих компетенций – личностной, мотивационной, коммуникативной, методической и другие. При работе с родителями важными являются такие направления работы как профилактика неадекватной реакции на факт нарушения в развитии ребенка; формирование адекватного отношения к проблемам ребенка; снижение эмоционального дискомфорта; контроль родителями собственных эмоциональных состояний; установление адекватных детско-родительских отношений; укрепление уверенности родителей в возможностях ребенка. При этом позитивные изменения, которые наблюдаются в среде родительской общественности и профессиональном сообществе педагогов в результате комплекса информационно-методических, организационных и психолого-педагогических мероприятий, дают надежду на развитие современной школы как центра образовательной инклюзии. [6, с.76]

Таким образом, сущность психолого-педагогического сопровождения личности ребенка в образовательном процессе заключается в создании социально-психологических условий личностного развития ребенка и его успешного обучения, в том числе формирование характеристик личности, отвечающих требованиям новых образовательных стандартов, на основе выстраивания индивидуальной образовательной траектории развития ребенка и формирования устойчивой учебной мотивации, а также для психолого-педагогической поддержки всех участников образовательного процесса.

Список литературы:

- 1 Битянова М.Р. Практическая психология в образовании. – М.: Изд-во Генезис, 2000. – 304 с.
- 2 Шипицына Л. М., Хилько А. А., Галлямова Ю. С., Демьянчук Р. В., Яковлева Н. Н. Комплексное сопровождение детей дошкольного возраста / Под науч. ред. проф. Л. М. Шипицыной. – СПб.: «Речь», 2003. – 240 с.
- 3 Батаршев А.В. Система психолого-педагогического сопровождения педагога-профессионала: субъекты и объекты сопровождения // В сборнике: Инновационная деятельность педагога в условиях реализации ФГОС общего образования Сборник научных статей III-й Всероссийской научно-практической конференции. Под общей редакцией О.Б. Даутовой, И.И. Соколовой. 2015. – 21. с., 91 с.
- 4 Дубровина И.В. Школьная психологическая служба: Вопросы теории и практики – М.: Педагогика, 1991. – 234с.
- 5 Грачев Л. К. Программа социальной работы с семьями, имеющими детей-инвалидов / Л. К. Грачев. – М.: «Центр общественных ценностей», 1998. – 81 с.
- 6 Кобрина Л.М. Отечественная система специального образования – фундамент инклюзивного обучения и воспитания // Дефектология. – № 3 . 2012. – 76 с.

SOCIOCULTURAL CHARACTERISTICS OF SPEECH BEHAVIOUR OF TEENAGERS FROM THE GENDER POSITION

G.Ismagulova,
candidate of Philological Sciences, Professor,
A.Ismailova,
A.Baitursynov Kostanay Regional University

Аннотация

Өзектілігі: Бұл мақалада әлеуметтік факторларға байланысты жас өспірімдердің сөйлеу стилінің сипаттамасы қарастырылады. Мақалада әлеуметтік факторларға байланысты гендерлік әсерге байланысты ұлдар мен қыздардың сөйлеу мінез-құлқындағы айырмашылықтар талданады, сонымен қатар жас өспірімдердің сөйлеу мінез-құлқы мен стиліне әлеуметтік-мәдени факторлардың ажырамас әсерін көрсететін көрнекі үлгілер ұсынылған.

Қоғамның әлеуметтік дамуының тез өсіп келе жатқан қарқынына, білім беруді модернизация-

циялауға байланысты жыныстық дифференциация тілге тікелей байланысты деп саналады және жақында пайда болған ер және әйел сөйлеу мінез-құлқының теориялық моделін құруға бай негіз қалаған жұмыстардың арқасында тіл білімінде оған көп көңіл бөлінеді. Жас өспірімдердің сөйлеу мінез-құлқын гендер тұрғысынан зерттеу өзекті және маңызды құбылыс болып табылады, өйткені жас өспірімдер деген гендерлік мәдениеттің нормалары, ережелері мен құндылықтары игеріледі, онда әйелдер мен ерлердің сөйлеу мінез-құлқының ерекшелігі туралы Әлеуметтік детерминистік идеялар қалыптасқан.

Мақсаты: бұл жұмыстың мақсаты – ерлер мен әйелдердің сөйлеуінің гендерлік ерекшеліктеріндегі айырмашылықтарды анықтау және негіздеу.

Түйінді сөздер: гендерлік лингвистика, сөйлеу, сөйлеу мінез-құлқы, сөйлеу стилі, гендер, гендерлік фактор, ерлер мен әйелдердің сөйлеуі.

Аннотация

Актуальность: В данной статье рассматривается характеристика разговорного стиля речи подростков, обусловленная социальными факторами. В статье проанализированы различия речевого поведения юношей и девушек, в зависимости от гендерного влияния, обусловленного социальными факторами, а также представлены наглядные образцы, показывающие неременное влияние социально-культурных факторов на речевое поведение и стиль подростков.

В связи с быстрорастущим темпом социального развития общества, модернизацией образования, считается, что половая дифференциация имеет прямое отношение к языку, и в лингвистике ей уделяется большее внимание, благодаря появившимся в последнее время работам, которые создали богатую основу для построения теоретической модели мужского и женского речевого поведения. Изучение речевого поведения подростков с позиций гендера является актуальными значимым явлением, так как именно в подростковом возрасте усваиваются нормы, правила и ценности гендерной культуры, в которой уже созданы социально-детерминированные представления о специфичности женского и мужского речевого поведения.

Цель: Целью данной работы является выявление и обоснование различий гендерных особенностей мужской и женской речи.

Ключевые слова: гендерная лингвистика, речь, речевое поведение, разговорный стиль, гендер, гендерный фактор, мужская и женская речь.

Abstract

Relevance: This article examines the characteristics of the conversational style of speech of adolescents, due to social factors. The article analyzes the differences in the speech behavior of boys and girls, depending on the gender influence caused by social factors and presents visual samples showing the indispensable influence of sociocultural factors on the speech behavior and style of adolescents.

In connection with the rapidly growing pace of social development of society, the modernization of education, it is believed that sexual differentiation is directly related to language, and in linguistics it is given more attention, thanks to recent works that have created a rich basis for building a theoretical model of male and female speech behavior. The study of speech behavior of adolescents from the perspective of gender is an actual and significant phenomenon, since it is in adolescence that the norms, rules and values of gender culture are assimilated, in which socially determined ideas about the specificity of female and male speech behavior have already been created.

Goal: The purpose of this work is to identify and justify the differences in the gender characteristics of male and female speech

Keywords: gender linguistics, speech, speech behavior, conversational style, gender, gender factor, male and female speech.

Over the past thirty years, gender issues have become connected with the issue of language. The study of gender is important to the study of language, and the first step to study gender is to explore the difference between men and women. Early 20th century was marked by the emergence of a new direction in linguistics-gender linguistic. Its object of study is gender. Gender linguistics deals with the expression of gender in language, studies the representation of men and women in the act of communication, determines the linguistic mechanisms of the functioning of gender relations and contributes to the understanding of the essence of the phenomena that occur in language and society.

The study of gender in linguistics is both a modern and popular, an intensively

developing, attracting increasing attention of scientists not only from the point of view of linguistics, but also from the positions of other point sciences. On the one hand, gender, or more precisely, its influence on speech behavior, is the subject of many linguistic studies, which have created a rich basis for constructing a theoretical model of male and female speech behavior, and on the other hand, it becomes the object of interdisciplinary study, involving the consideration of psychological, social, cultural and many other factors in the interpretation of language units.

It is quite clear that men and women have a lot of differences in many fields. Generally speaking, females have more fat and less muscle physically; women are not as strong as men and they mature more rapidly and usually have a longer life span. Accordingly, the speech behavior of a person depends not only on his biological gender, but also on the social role that he performs in society, on the cultural characteristics of this society. From the very first day of birth, each of us is included in the social world, where he is brought up and perceives both speech and sociocultural conditioned ways of behavior. [1, pp. 1485-1489]

"The diversity of social characteristics of women and men observed in the world and the fundamental identity of biological characteristics of people allow us to conclude that the biological sex cannot be an explanation for the differences in their social roles existing in different societies. Thus, the concept of gender arose, meaning a set of social and cultural norms that society prescribes people to fulfill, depending on their biological gender. Social and cultural norms, rather than biological gender, ultimately determine the psychological qualities, behaviors, activities, and professions of men and women. Being a man or a woman in society does not just mean having certain anatomical features, it means performing certain gender roles assigned to us". [2, p.256]

When talking about language, we can't help asking if men and women who speak a particular language use it in different ways? If they do, then we may ask in what ways they are different.

As mentioned above, communication traits and speech behavior in the process of communication are also present not only among the grownup, but also among boys and girls. Adolescents also fall under the influence of gender in the process of communication, accordingly, the communication of boys and girls differs in their verbal abilities.

In the group of adolescents, the gender differentiation of the means of expressing emotions is most clearly observed. Girls are distinguished by the fact that their speech has the most emotional vocabulary. They often use adverbs, interjections, and lexemes that convey feelings and emotions. It is also caused by various factors, including upbringing in childhood. Parents from infancy, boys are taught that they need to keep their emotions using less sensitive lexical utterances.

What is more, girls' speech has been associated with the use of tag questions, super polite forms, affective adjectives, hedges, rising intonations. Tag questions are questions at the end of a sentence, like an utterance, often asking for an opinion, approval or confirmation, like "*This dress is pretty, isn't it? Or, similarly 'don't you?', 'haven't we?'*" are all questions tagged at the end of a sentence. Super polite forms refer to the "avoidance of swear-words and extensive use of euphemism. Euphemism is the use of veiled, indirect expression (for instance, saying *passed away instead of died*)". [3, p.39] These tend to make women's language higher in prestige compared to men. Hedges are filler items or an utterance like, "*you know*", "*well*", "*kind of*" or sounds like "*hmm*" and "*yeah*". These hedges are often a reason of misinterpretation amongst men and women. Since hedges are in a women's use, men consider it to be a sign of agreement whereas when women do not see men using such hedges, they take it as if the men are not paying attention to what the speaker is saying. [4, p. 193] Affective adjectives are used in expressing approval, or admiration, many of which are used by women, words such as "adorable" and "charming". Also, many linguists note that in the speech of women, modal verbs, introductory constructions are often found.

Such constructions give the female speech a shade of uncertainty, but at the same time make the speech less categorical.

So, to express positive emotions, girls use words-interjections: *Yeah, Bingo, Hurray, Cool, Great, Funky, Crazy*. Boys mostly express their positive emotions in similar situations with laughter and actions: *Just laugh and celebrate. Go out and celebrate*. The verbal expression of emotions in this case is carried out using the word-interjections: *Easy, Nice*.

When girls are happy with someone's behavior, they express their pleasure with the phrases: *Well done, That's good, Congratulations, Good for you, Keep it up, I'm proud of you*. Boys in this situation use the interjection *Easy* and the handshake.

When girls don't like something very much (for example, a movie or a book), in most cases, they directly declare their attitude using the stylistically neutral norm *I don't like it*, but some may use obscene expressions. Boys demonstrate their negative attitude by using the slang expressions: *It's a pile of crap, It's rubbish*. [5, pp.76-80]

When it comes to dialogues, there are no cases of complete equality between the sexes. Basically, someone is leading the dialogue, someone interrupts, changes the topic and imposes their own course of conversation on the interlocutor. For example, men whose speech is more accurate are more likely to interrupt, are more categorical, and tend to manage the topic of the dialogue. During conversations, girls ask their interlocutor a lot of questions. In this way, they maintain a conversation, find out what others are interested in, and show their interest in the conversation. They often start their conversations with questions like "*Did you hear about those/that...* ", "*Are you going to...?*". In addition, girls use so-called listening signals like: "*Oh, really?*", "*Are you sure?*", "*Is that right?*", thus in order to show their interest. If they interrupt boys, it is often to support the speaker, but not to dispute him. One important thing is that the male is focused on the conversation and does not pay attention to what is happening around them, while women, react to everything that is happening around them, thereby losing the meaning of the conversation.[6, p. 176]What about the topics of conversation among representatives of the opposite sexes, they are also differs .Boys in their conversations often discuss the tasks facing them. They talk about cars, football, sports, gadgets, computer games and so on. Women are more interested in relationships between people, love, fitness, beauty, modern trends, fashion items and accessories. It is more important for them to share with friends, get help or provide support. [7, p.98]

Boys and girls are so different from each other that when they say the same thing, they mean completely different things (see table 1). [8,pp. 115-116]

Table 1.Speech behavior of the interlocutor from the position of gender.

Situation	Boys' reaction	Girls' reaction
Someone complains about his problem	Tries to suggest a solution	Tries to show empathy and convince that everything is not so bad.
Someone demands an apology from them for some mistake	they don't admit their defeat, (if they do, they don't apologize)	they admit their mistake and express regret
Using words like "Yeah", "Mm", "Ok"	only when they agree with the other person, or to make the other person move on to another topic faster	to show interest imply "Yes, I'm listening to you"
When they are interrupted in a conversation	believes that he is not allowed to finish the thought himself	She is offended that the man changes the topic of the conversation

Taking everything into consideration, it can be concluded that gender has an important influence on speech behavior. Boys use shorter sentences, stylistically reduced, they are much more likely to use slang words and expressions, as well as profanity. In turn, girls are less likely to use swear words and vulgarisms, preferring polite words. Girls are more likely to make emotional statements than men. In certain difficult situations, girls tend to restrain their direct statements and provide information more accurately and not so sharply, and young men speak most directly, not afraid to use rude words, f.e. *“Don’t heat around the bush”*, *“Get to the point”*. [9, p.35]

Today, it is difficult to say that speech behavior is 100% dependent on gender influence. You can see many changes occurring in speech behavior, in other words, as if there was a “blurring of the lines” between male and female speech. For example, men can show their emotions more vividly and emotionally, while, it is possible to hear profanity and rude speech from the female sex.

Many modern linguists are convinced that in modern times it is no longer gender that influences speech behavior, but age, social status of a person, a certain situation of communication, fashion trends, education, place of birth, social groups, and also national community. As a person grows up, both in the biological sense and in the social sense, speech behavior becomes habitual for him. It takes on a characteristic genre and is expressed in the stereotypical statements required by others, speech clichés (greetings, apologies, etc.). In other words, the language personality belonging to a given age and time, a given country, a given region, a given social (including professional) group, a given family is manifested in speech behavior. Each person is in a variety of role-playing and speech situations and constantly orients himself in the communication environment, in his partner. He constantly chooses one or another speech style. It is important to note the fact that the role and specific genres belonging to a woman and a man directly depend on a number of root causes. [10, pp.229-233]

Summing up, it should be noted that the significance in the analysis of speech behavior in the gender context depends on the historical system, on the specific role of men and women in public life, since the dominant position in society has a direct impact on the further speech behavior of a person, and above all the behavior of subjects divided by gender. For example, the dominant position of men in the course of historical development has not given rise to not only its primacy in the household, social environment, but also influenced the established position of the dominant in the communication process.

References

1. Academy Publisher: “Gender Differences in Using Language” Vol. 3, No. 8, August 2015.- pp. 1485-1489.
2. Dictionary of gender terms edited by A. A. Denisova / Regional public organization "East-West; Women's innovative projects". – Moscow: Information XXI century, 2002. – p.256.
3. Talbot, M. M. Language and gender: An introduction. Malden: Blackwell Publishers.1998. – p.39.
4. Yule, G. The study of language (3rd ed.). Cambridge: Cambridge University Press.2006.- p.193
5. Pearson J.C., Nelson P.E. An Introduction to Human Communication: Understanding and Sharing (eighth edition). – McGraw-Hill Higher Education, 2000. – pp. 76-80.
6. Adler R.B., Elmhurst J.M. Communication at Work: Principles and Practices for Business and the Professions (sixth edition). – McGraw-Hill College, 1999. – p.176.
7. Jaggar A.M., Rothenberg P.S. Feminist Frameworks: Alternative Theoretical Account of the Relations between Women and Men (third edition). – McGraw-Hill, 1993.-p.98
8. Levine D.R., Adelman M.B. Beyond Language: Cross- Cultural Communication (second edition). – Englewood Cliffs, New Jersey: Prentice Hall Regents, 1993 – pp.115-116.
9. Yule, A. “A beginners guide to language and gender”. Toronto: Cromwell Press.2008. – p.35.
10. Platoshina V.V, Novikova A.I. “Distribution of roles in the speech behavior of men and women”.Belgorod, 2012. – pp.229-233.