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<https://doi.org/10.47526/2024-4/2664-0686.103>Zh.A. AGABEKOVA<sup>1</sup> , A.S. SALIMZHANOVA<sup>2</sup> <sup>1</sup>*Candidate of Philological Sciences, Assistant Professor**Nazarbayev University (Kazakhstan, Astana), e-mail: zhazira.agabekova@gmail.com*<sup>2</sup>*PhD, Kazakh National Women's Teacher Training University**(Kazakhstan, Astana), e-mail: aizhan.salimzhan@gmail.com***SCIENTIFIC FOUNDATIONS OF GENDER LINGUISTICS IN KAZAKHSTAN**

**Abstract.** Theoretical framework and research are essential in addressing the challenges of integrating linguistics, psychology, sociology, feminist theory, and gender linguistics and providing tools to analyze the relationship between language and gender. Scientific foundations allow gender linguistics to deepen understanding of gendered language and contribute to creating more inclusive societies through education and policy-making.

This study explores gender linguistics in Kazakhstan by focusing on the intersection of language, gender, and educational practices. The key objective of this study is to provide an overview of gender and language education in Kazakhstan's universities, highlighting the content and structure of the gender linguistics courses. This article aims to contribute to the broader discourse on integrating gender perspectives into linguistic education. This work also contributes to the discussion on gender studies in Kazakhstan and provides a theoretical framework for future research and educational development. The authors used qualitative research methods, particularly content analysis, to examine the current state, challenges, and opportunities of gender and linguistics courses in Kazakhstani universities. Data were gathered through official institutional requests, the digital database "Unified Higher Education Platform," and course catalogs on the universities' official websites. The authors focused on academic courses/programs on "gender and linguistics" and "gender and language" to identify courses that addressed gender linguistic frameworks.

The search encompassed over 5,000 active educational programs at the universities of Kazakhstan listed on the Unified Higher Education Platform. Results indicate that seven universities in Kazakhstan offer gender linguistics courses and a diverse range of undergraduate and graduate-level courses. Outcomes also demonstrate that compared to international practices, Kazakhstani programs often emphasize theoretical aspects without addressing the intersectional dimensions of gender linguistics.

**Keywords:** Gender and linguistics, Kazakhstan, higher education, gender and language, gender studies.

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### Қазақстандағы гендерлік лингвистиканың ғылыми негіздері

**Аңдатпа.** Теориялық негіздемелер мен зерттеулер лингвистика, психология, әлеуметтану, феминистік теория және гендерлік лингвистика салаларындағы білімді интеграциялау мәселелерін шешуде және тіл мен гендер арасындағы байланысты талдауға арналған құралдарды ұсынуда маңызды. Ғылыми негіздер гендерлік лингвистикаға гендерлік тілді түсінуді тереңдетуге мүмкіндік береді және білім беру мен саясатты әзірлеу арқылы инклюзивті қоғамдарды құруға ықпал етеді.

Бұл зерттеу Қазақстандағы гендерлік лингвистиканы талдайды, тілдік, гендерлік және білім беру тәжірибелері арасындағы байланысты саралауға ерекше назар аударады. Зерттеудің негізгі мақсаты - гендерлік лингвистика курстарының мазмұны мен құрылымын көрсете отырып, Қазақстанның жоғары оқу орындарындағы гендерлік және тілдік білімге шолу жасау. Бұл мақала гендерлік перспективаларды лингвистикалық білімге интеграциялау туралы кеңірек дискурсқа үлес қосуға бағытталған. Бұл жұмыс сонымен қатар Қазақстандағы гендерлік зерттеулерді талқылауға ықпал етеді және болашақ зерттеулер мен білім беруді дамытудың теориялық негізін ұсынады. Авторлар зерттеудің сапалы әдістерін, атап айтқанда контент-анализді қолданды, және қазақстандық университеттердегі гендерлік проблемалар мен лингвистика курстарының қазіргі жағдайын, қиындықтары мен мүмкіндіктерін анықтады. Деректер ресми институционалдық өтініш арқылы, «Жоғары білім берудің бірыңғай платформасы» электронды мәліметтер базасын талдау және университеттердің ресми веб-парақшаларында қолжетімді курстар каталогтары арқылы жиналды. Авторлар гендерлік лингвистикалық шеңберді қарастыратын курстарды анықтау үшін «гендерлік және лингвистика» және «гендерлік және тіл» пәндері бойынша академиялық курстарға/бағдарламаларға назар аударды.

Зерттеу нәтижесі Жоғары Білім Берудің Бірыңғай Платформасында көрсетілген Қазақстан университеттеріндегі 5000-нан астам білім беру бағдарламаларын қамтыды. Қазақстанның жеті университеті гендерлік лингвистика курстары оқытылады, және бакалавриат, магистратура мен докторантураның әртүрлі курстары ұсынады. Нәтижелер сонымен қатар халықаралық тәжірибелермен салыстырғанда қазақстандық бағдарламалар гендерлік лингвистиканың интерсекционалдық аспектілеріне жеткілікті көңіл бөлмей, теориялық аспектілерге көбірек назар аударатынын көрсетеді.

**Кілт сөздер:** гендерлік лингвистика, Қазақстан, жоғары білім, тіл және гендер, гендерлік зерттеулер.

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### Научные основы гендерной лингвистики в Казахстане

**Аннотация.** Теоретическая основа и исследования важны для решения задач интеграции лингвистики, психологии, социологии, феминистской теории и гендерной лингвистики, а также для предоставления инструментов для анализа взаимосвязи между языком и гендером. Научные основы позволяют гендерной лингвистике углубить понимание гендерного языка и способствуют созданию более инклюзивных обществ посредством образования и разработки политики.

Данное исследование анализирует гендерную лингвистику в Казахстане, уделяя особое внимание изучению взаимосвязи языковой, гендерной и образовательной практик. Основная цель исследования – это дать обзор гендерного и языкового образования в казахстанских университетах, осветив содержание и структуру курсов по гендерной лингвистике. Цель данной статьи – это способствовать более широкому обсуждению вопросов интеграции гендерных аспектов в лингвистическое образование. Данная работа также вносит свой вклад в обсуждение гендерных исследований в Казахстане и обеспечивает теоретическую основу для будущих исследований и развития образования. Авторы использовали качественные методы исследования, в частности контент-анализ, и изучили текущее состояние, проблемы и возможности курсов по гендерной проблематике и лингвистике в казахстанских университетах. Данные были собраны с помощью официальных запросов в учебные учреждения, электронной базы данных «Единая платформа высшего образования» и каталогов курсов на официальных сайтах университетов. Авторы сосредоточились на академических курсах/программах по «гендеру и лингвистике» и «гендеру и языку», чтобы определить курсы, которые затрагивают гендерные лингвистические основы.

Поиск охватил более 5000 действующих образовательных программ в университетах Казахстана, представленных в Единой платформе высшего образования. Результаты показывают, что семь университетов Казахстана предлагают курсы по гендерной лингвистике и широкий спектр курсов для бакалавриата, магистратуры и докторантуры. Результаты также демонстрируют, что по сравнению с международной практикой, казахстанские программы часто делают упор на теоретические аспекты, не затрагивая интерсекциональные аспекты гендерной лингвистики.

**Ключевые слова:** гендер и лингвистика, Казахстан, высшее образование, гендер и язык, гендерные исследования.

## Introduction

Research on gender and language within sociolinguistics and gender examines how language shapes gender roles, identities, and stereotypes [1]. Language is crucial in social interactions as a fundamental communication medium. It is connected to societal structures and reflects broader patterns, such as prevailing gender norms and hierarchies. In the book “Language and Gender,” the authors emphasize that educational institutions play a significant role in shaping gendered norms perpetuated through language [2]. Incorporating gender linguistic education into curricula can empower students to recognize gender biases in language.

Theoretical framework and research are essential in addressing the challenges of integrating linguistics, psychology, sociology, feminist theory, and gender linguistics and providing tools to analyze the relationship between language and gender. Scientific foundations allow gender linguistics to deepen understanding of gendered language and contribute to creating more inclusive societies through education and policy-making.

This study aims to explore the scientific foundations of gender linguistics in Kazakhstan and examine its challenges and opportunities. The authors provide an overview of gender and language education in Kazakhstan’s universities, highlighting the content and structure of the gender linguistics courses. Analysis of this study helps to explore how these courses contribute to shaping

students' understanding of gender and language and promoting critical thinking. This research also aims to contribute to the broader discourse on integrating gender perspectives into linguistic education.

Foundational studies by Robin Lakoff and Judith Butler have created frameworks for examining how language constructs gender in different contexts [3]. In the global context, the research incorporates intersectional frameworks on how language interacts with social identities such as race, ethnicity, sexuality, and gender [4; 5; 6; 7].

Universities worldwide have increasingly incorporated gender linguistics courses into their curricula, reflecting the growing recognition of the interrelation between language and gender. These courses are offered across diverse disciplines, including sociolinguistics, gender studies, and education, to explore how language constructs gender norms, roles, and identities. Institutions such as Northwestern University, Stanford University, Duke University, and others provide specialized programs or courses on gendered communication, linguistic stereotypes, and the intersection of language, power, and society [8; 9; 10].

The course “Language & Gender” at Northwestern University examines the intricate relationship between language and gender, emphasizing how linguistic practices shape societal gender norms [8]. It delves into various topics, including identity categories and labels, the reclamation of epithets (e.g., “bitch” and “slut”), distinctions among gender, sex, and sexuality, debates surrounding political correctness, manifestations of sexist and misogynist language, and the role of linguistic prescriptivism.

Stanford University's course “Language, Gender, & Sexuality” examines the role of language in constructing gender identities, maintaining societal gender structures, and facilitating social change [9]. It includes field projects that allow students to test hypotheses regarding the interaction between language and gender. Notably, the course does not require prior knowledge of linguistics.

Duke University's course “Gender and Language” examines the relationship between language and gender [10]. The course integrates theoretical perspectives from psychology, feminist critical theory, philosophy of language, and linguistic theory. Students critically analyze language and gender through cultural context and social structures.

Overall, gender and language provide a platform for students to investigate connections between linguistics and gender and give them analytical tools applicable to various academic and professional disciplines.

### **Research methods and materials**

The origins of linguistics are linked to Robin Lakoff's study “Language and Women's Place” [3]. His work explores how language mirrors societal stereotypes and norms tied to gender [3]. Lakoff highlighted the characteristics of the term “women's language,” differentiating it from “men's language”. It includes a vocabulary associated with traditionally “feminine” activities, affective adjectives, tag questions, hedging expressions, intensifiers, emphasis on super-politeness, euphemisms, and hyper-correct grammatical structures [3].

Early studies primarily focused on determining linguistic differences between men's and women's speech patterns, such as phonology, lexical choices, and syntax [4; 5; 6]. Contemporary research considers the collaboration of broader social, cultural, and situational contexts [1; 2].

The article “Theorizing identity in language and sexuality research” explores the connection between language and sexual identity by understanding how linguistic practices form sexual identities within social contexts [4]. Bucholtz and Hall underscore that language is not a passive reflection of pre-existing identities, but it participates in constructing sexual identities. They also discuss how sexual identity intersects with other social categories like gender and race, influencing linguistic expression [4]. Bucholtz and Hall's study contributes to the field by integrating

sociolinguistics and gender studies and offering a framework for analyzing language and sexual identity.

Deborah Cameron's book "Feminism and Linguistic Theory" examines the interconnection between language and gender by integrating ideas from linguistics, anthropology, psychoanalysis, and philosophy [5]. It also analyzes how language reflects gender inequalities.

Eckert and McConnell-Ginet's article "Think practically and look locally: language and gender as community-based practice" emphasizes the sociocultural nature of gender, language, and linguistics and highlights the importance of examining language and gender within local contexts [6].

Deborah Tannen's study "You just don't understand: women and men in conversation" examines how ethnicity, race, religion, age, and other factors interact with gender in communication [7]. She analyzed conversation style, status roles, listening approaches, etc. Tannen identified specific conversational strategies of men and women. For instance, women prioritize connection and rapport-building, while men may emphasize status and independence. Cultural and individual differences further shape these styles. They also explore how societal expectations regarding gender roles influence conversational dynamics. For instance, in hierarchical or professional contexts, men may assert dominance through direct language, while women may navigate such settings with collaborative or mitigating speech patterns [7].

Kirilina highlights that gender research, being interdisciplinary, can be categorized into two key areas: (1) examining gender as a non-linguistic subject and (2) studying gender as a linguistic phenomenon, analyzed at both the meta-gender and gender-specific levels [11]. Language is crucial in defining "gender," reflecting societal norms shaped by moral and cultural values [12]. This examines men's and women's typical strategies, linguistic preferences, syntactic choices, and communicative behaviors.

Gender studies in linguistics typically address two primary issues: 1). How language reflects gender [13]. This involves describing how language marks gender differences (e.g., naming systems, vocabulary, syntax, and grammatical gender) and the values attributed to men and women in various semantic domains. 2). Gender-specific communication.

Khasanuly identifies several critical areas of gender-related linguistic research. 1) The social construction of gender through language [14]. 2) Intersections of language and gender differences. 3) Universal and national-ethnic gendered speech differences. 4) Social and linguistic differentiation of gender. 5) Verbal and non-verbal elements in gendered communication.

While gender studies have significantly expanded in the past two decades, comparative analyses across languages are underexplored. Such studies can identify similarities and differences in gendered speech patterns across ethnicities and highlight cultural variations. For example, Russian and English gendered terminologies differ due to linguistic structures. With its inflectional nature, Russian is less gender-marked than English but offers more resources for creating female-specific professional terms [14].

In English, certain suffixes (e.g., -ess, -ette) and prefixes (e.g., woman-, female-) serve this purpose, but challenges remain in addressing sexism within both languages [15]. Martynyuk suggests that language, as a whole, tends to be less adaptable than the rapid pace of social change. Furthermore, the structure of linguistic systems often needs more flexibility to implement innovations or undergo significant alterations easily. At the same time, social relation stereotypes are typically resistant to change and remain firmly entrenched [15].

Cultural, historical, and religious contexts deeply influence the interdependence between gender and language. Gender stereotypes often dictate expected behaviors for men and women, shaping linguistic expressions and communicative practices [16]. These stereotypes can create cultural barriers in interethnic communication, emphasizing the need for inclusive approaches to language education and intercultural understanding. Cross-linguistic studies of gender-marked units

contribute to the knowledge of national mentalities and cultural nuances, offering valuable insights for education and psychological research [16].

Toktarova examines the typical behavioral patterns of men and women and the unique national and cultural characteristics of verbal and non-verbal communication among Kazakh and Russian speakers [17]. She highlights that Kazakh etiquette exhibits distinct features not only in interactions between individuals of different genders but also in various social factors, including gender and age, social status, degree of kinship, level of education, social environment, place of residence, marital status, and nationality [17].

The study “Language and gender: a reader,” edited by Jennifer Coates and Pia Pichler, offers significant insights into sociolinguistics by exploring how language interacts with social structures, particularly concerning gender. As a field, sociolinguistics examines how language is shaped by and reflects societal norms, roles, and identities [1]. This book situates gender as a central variable in sociolinguistic research, presenting theoretical discussions, empirical studies, and methodological approaches. The book substantially contributes to sociolinguistics by examining how language reflects and constructs social identities.

In “Language and Gender,” Eckert and McConnell-Ginet emphasize educational institutions’ significant role in reshaping gendered norms through language [2]. They argue that educational institutions are not just venues for academic learning but also critical sites where societal norms, including gender-related ones, are reproduced and can be transformed. Overall, the authors comprehensively analyze how language is central in forming, reinforcing, and changing gender identities and relations [2].

The authors used qualitative research methods, particularly content analysis, to examine the current state, challenges, and opportunities of gender and linguistics courses in Kazakhstani universities. Data were gathered through official institutional requests, the digital database “Unified Higher Education Platform,” and course catalogs on the universities’ official websites. The authors evaluated the content, structure, and diversity of gender studies courses offered by universities in Kazakhstan. The analysis identified prevailing themes, trends, and gaps in the curriculum. The methodology used in this study provides a framework for understanding gender linguistics education, enabling insights and recommendations to improve inclusivity, standardization, and equity in Kazakhstan’s higher education institutions.

The researchers adopted an approach to map the gender studies courses available during the 2023–2024 academic year in Kazakhstan. Official request letters were sent to universities’ academic administration or relevant departments, such as the Department of Science or Academic Affairs. These letters introduced the study’s goals and requested detailed information about the gender studies courses, specifically their titles, descriptions, academic levels, ECTS credits, and coordinator contact details. The requests, emailed in November 2023, relied on official university contact information available online. To maximize responses, follow-up communications were conducted three weeks later through emails and phone calls, emphasizing the importance of the research. Responses were systematically compiled into a database, ensuring accuracy and completeness. This extensive outreach aimed to include all significant institutions in Kazakhstan to capture a broad and detailed picture of gender studies offerings, particularly those focusing on linguistic dimensions.

Furthermore, the Unified Higher Education Platform in Kazakhstan [18] was a critical resource for data collection. This centralized database of accredited higher education programs provided detailed information about course offerings, enabling a thorough review of active educational programs. Keywords such as “gender and language/linguistics” were used to analyze gender studies courses. Filters were applied to focus on active programs for the 2023–2024 academic year, excluding outdated or inactive offerings. In this study, the authors focused on

academic courses/programs on “gender and linguistics” and “gender and language” to identify courses that addressed gender linguistic frameworks.

The data retrieved from the platform were cross-verified with official university websites, academic catalogs, and the formal responses received from institutions. This cross-verification ensured data reliability and confirmed the availability of identified courses. Once verified, the information was organized into a structured format, categorizing courses by academic level (Bachelor’s, Master’s, or PhD) and ECTS credits, and detailed course descriptions were analyzed. This structured database facilitated an in-depth exploration of the scope and diversity of gender studies programs, with a particular focus on linguistic components, across universities in Kazakhstan.

Overall, the authors have analyzed the detailed information on course offerings, program descriptions, and academic institutions. The search encompassed over 5,000 active educational programs at the universities of Kazakhstan listed on the Unified Higher Education Platform. The analyses showed that seven out of twenty-nine higher educational institutions in Kazakhstan taught gender linguistics courses.

While the study provides valuable insights into gender linguistics education in Kazakhstan, it has some limitations. Much of the research draws on secondary data from course catalogs, official websites, and institutional documents. While these sources are valuable, they may only sometimes provide a comprehensive or up-to-date picture of actual course implementation, classroom practices, or student engagement. Direct classroom observations or interviews with students and faculty would enhance the depth of analysis. The research does not incorporate primary data from students and faculty members directly involved in gender linguistics courses. Their perceptions and feedback would provide valuable insights into these programs’ effectiveness, challenges, and opportunities.

The abovementioned limitations refer to opportunities for future research to build based on this study’s findings. By concentrating on existing gaps, such as incorporating primary data and evaluating educational outcomes, subsequent studies can provide more comprehensive insight into gender linguistics education in Kazakhstan and its role in promoting gender equity.

### **Results and Discussion**

Table 1 in the appendix reviews Kazakhstani universities that offered gender linguistics courses in the 2023-2024 academic year. The table includes information on course offerings, educational levels, and course descriptions. Analysis shows that seven universities in Kazakhstan offer gender linguistics courses. The courses are taught at Bachelor’s, Master’s, and Ph.D. levels.

- Ph.D. level courses. The existing courses create opportunities for advanced research and help students conduct in-depth studies on language and gender. Universities like Akhmet Baitursynuly Kostanay Regional University and K. Zhubanov Aktobe Regional University offer Ph.D. courses that study theoretical foundations, historical development, and cognitive aspects of gender linguistics.

- Master’s level courses. Master’s programs focus on developing critical thinking and analytical skills and help students interact with gender issues from academic and professional perspectives. Most of the courses on gender linguistics in Kazakhstan are taught in Master’s programs – at universities like al-Farabi Kazakh National University and Kazakh National Women’s Teacher Training University courses are concentrated on gender stereotypes and the relationship between language and gender.

- Bachelor’s level courses. In undergraduate programs, foundational concepts of gendered linguistic practices are introduced. These courses provide a starting point for studying gender linguistics.

The findings of this study show that the courses offered incorporate elements from psychology, sociology, and communication studies. Programs develop student's critical thinking and analytical skills. The course "Gender linguistics" taught at Makhambet Utemisov West Kazakhstan University studies language and gender identity. Another course, "Gender linguistics," offered at al-Farabi Kazakh National University, evaluates the influence of gender stereotypes on language and communication. Other courses aim to explore the social functions of language and develop competence for analyzing gender issues and feminist approaches, like courses offered at Kazakh National Women's Teacher Training University.

Kazakhstan has made progress in introducing courses on gender linguistics. However, there are still disparities compared with the international experience of course offerings on "gender linguistics" and "gender and language." Programs in Kazakhstan mainly focus on basic gender concepts or explore theoretical foundations of gender linguistics. Undoubtedly, the courses offered in Kazakhstan are essential but lack interdisciplinary integration, which exists in international contexts, including intersectionality, digital linguistics, and the impact of technology and AI (Artificial Intelligence) on gender. Courses in Kazakhstan emphasize philological and linguistics perspectives. Courses globally often integrate psychology, sociology, media studies, and political sciences to provide an integrated view of language and gender dynamics. Offered courses on gender linguistics in urban universities of Kazakhstan (al-Farabi Kazakh National University, Kazakh National Women's Teacher Training University) provide more diverse and advanced programs than those in other regions of the country. It can be related to uneven access to resources and expertise nationwide.

Gender linguistics courses introduced globally highlight using language to challenge power dynamics and address inequalities. Stanford University or Duke University courses explore gender performativity, linguistic activism, and derogatory language [9; 10]. Kazakhstani programs focus more on descriptive aspects like analyzing gendered speech patterns and stereotypes. Many courses in Kazakhstan concentrate on local linguistic traditions, mainly in Kazakh or Russian philology. This can limit exposure to global gender linguistics debates on diverse cultural and linguistic backgrounds.

The data analyzed in this study distinguish advancements and disparities in integrating gender linguistics into higher education curricula in Kazakhstan and enhance the potential for expanding such programs. Inconsistencies in standardization, discrepancies in course depth, and resource limitations can impede these programs' development. Moreover, interdisciplinarity can expand the study of gender linguistics in Kazakhstan, providing modern perspectives and methodologies. Extending and standardizing the programs is essential for students to engage with language and gender in different societal frameworks. In addition, teacher training programs are crucial to deliver these courses efficiently. Such programs can advance gender-sensitive pedagogical approaches, helping educators create inclusive classroom environments that empower students.

### **Conclusion**

In this study, the authors analyzed gender linguistics courses in Kazakhstan at undergraduate and graduate academic levels. Interacting gender linguistics with higher education is a substantial step toward addressing inequalities in Kazakhstan. The authors outline several strategies to leverage the potential of gender linguistic education.

- Expand the availability of gender linguistic courses in rural and regional universities.
- Develop guidelines for gender linguistics education to establish coherent quality and content in educational institutions.
- Develop more courses on gender linguistics at the undergraduate level to encourage students' engagement.



- Incorporate feminist theory, digital linguistics, and media studies into educational programs in Kazakhstan.
- Expand and standardize the gender linguistics programs offered in Kazakhstan.
- Provide training programs (lectures) for educators using gender-sensitive pedagogical approaches.
- Support faculty and students in conducting research on gender issues and language in Kazakhstan’s context.

Future research should emphasize studies on the modernization of the Kazakhstani higher educational framework and gender linguistics education offerings. Further studies on gender linguistics in Kazakhstan should analyze the impact of gender linguistics on students’ perceptions and professional practices. It is also recommended that the role of digital communication in shaping gendered linguistic practices be explored. By addressing these issues, scholars can enhance the development of the scientific foundation of gender linguistics in Kazakhstan.

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*Appendix*

**Table 1 – List of universities in Kazakhstan where gender linguistics courses were taught in the 2023–2024 academic year**

<b>№</b>	<b>University</b>	<b>Name of the discipline (course)</b>	<b>Short description of the discipline (course)</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	<b>Akhmet Baitursynuly Kostanay Regional University</b>  Kostanai city	<b>“Gender linguistics”</b>  Major discipline, 5 ECTS credits  The educational program in which the discipline is taught: “8D02301 Kazakh Philology”  PhD degree	The discipline is designed for doctoral students to master the theoretical foundations of gender linguistics. This course examines introducing the term «gender» into science, the formation and development of gender linguistics, the conclusions of foreign and Kazakh scientists about genderology, the cognitive aspect of gender linguistics, and the reflection of gender classification at language levels.
2	<b>al-Farabi Kazakh National University</b>  Almaty city	<b>“Gender linguistics”</b>  Major discipline, 5 ECTS credits  The educational program in which the discipline is taught: 7M02312 Foreign philology (Western Lang.)  Master’s degree	To develop the ability to understand the influence of gender stereotypes on language structures, communication, and social consciousness. To develop skills in analysis and critical thinking of gender aspects of language when conducting research and writing scientific papers. The discipline explores the influence of gender on language and the role of language in forming gender identity, stereotypes, and discrimination.
3	<b>Kazakh National Women’s Teacher Training University</b>  Almaty city	<b>“Gender linguistics”</b>  Major discipline, 5 ECTS credits  The educational program in which the discipline is taught:	Gender linguistics studies speech and, in general, the communicative behavior of men and women. It studies by what means and contexts gender is constructed and how social factors and the communicative environment

Continuation of Table 1

1	2	3	4
		<p>“7M01702 Kazakh Language and Literature at Schools with Non-Kazakh Language of teaching”</p> <p>Master’s degree</p> <p>“<b>Gender linguistics</b>”</p> <p>Major’s discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01704 Russian Language and Literature at Schools with Non-Russian Language of teaching”</p> <p>Master’s degree</p>	<p>influence this process.</p> <p>The discipline’s purpose is to study the social functions of language, develop professional and social competence based on the formation of ideas about gender problems and feminist approaches and their application in modern sociological practice, systematize knowledge in the field of gender role issues, and form an egalitarian—post-egalitarian worldview among teachers.</p>
4	<p><b>K.Zhubanov Aktobe Regional University</b></p> <p>Aktobe city</p>	<p>“<b>The theory of hermeneutics and linguistic genderology</b>”</p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02303 Foreign philology”</p> <p>Master’s degree</p> <p>“<b>Basics of gender linguistics</b>”</p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02303 Foreign philology”</p> <p>Master degree</p> <p>“<b>Gender classification of language</b>”</p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01701 Kazakh language and Literature”</p> <p>Master’s degree</p>	<p>Discipline is aimed at forming ideas about significant stages of the history of modern hermeneutics, its development, and the main characteristics of this discipline course; covering studies in fields of hermeneutics research; considering various problems of social phenomena in this field; mastering new concepts and skills; gaining knowledge that is necessary for future activities; and further expanding knowledge in this field.</p> <p>The purpose of the discipline is to acquaint undergraduates with the main provisions and problems of gender linguistics in diachrony and at the present stage; to consider the sociocultural and psychological prerequisites for the formation of gender studies; to prove the relationship between language and gender factor; to analyze the use of language for communicative purposes, speech behavior as a process of choosing the optimal; identification of gender stereotypes and attitudes reflected in the linguistic consciousness and implemented in associations; establishment of criteria for the analysis of the gender factor in communication.</p> <p>The discipline "Gender classification of language" establishes the differences between the female and male languages, examines their specifics of word formation in various linguistic and social environments, and explains the formation and development, theory, and methodology of gender linguistics. Systematizes the basic concepts of gender linguistics and directs undergraduates to a comparative socio-historical analysis of gender relations, the study of gender problems of language.</p>

Continuation of Table 1

1	2	3	4
		<p><b>“Gender classification of the language”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “8D02304 Philology”</p> <p>PhD degree</p>	<p>The course "Gender Classification of Language" establishes the differences between female and male languages, examines the features of word formation in various linguistic and social environments, and explains the theory and methodology of the formation and development of gender linguistics. The discipline aims to orient doctoral students to systematize the basic concepts of gender linguistics, conduct a comparative socio-historical analysis of gender relations by postgraduate students, and study gender issues of language.</p>
5	<p><b>Kokshetau University named after Sh.Ualikhanov</b></p> <p>Kokshetau city</p>	<p><b>“Gender and cognitive linguistics”</b></p> <p>Basic discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B02301 Kazakh philology”</p> <p>Bachelor’s degree</p>	<p>Students are provided with systematic knowledge about gender and cognitive features in the field of complex science-gender and cognitive research, formed in the field of domestic linguistics, foreign, Kazakh ethno-gender, cognitive research, scientific conceptual apparatus, system of language-phonetics and phonology, lexicology, grammar, as active pedagogical methods based on the principles of professional adaptation, through conversations, discussions, problem lectures, situational analysis.</p>
		<p><b>“Lexicology of the modern Kazakh language and gender linguistics”</b></p> <p>Basic discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01707 The Kazakh language and literature”</p> <p>Bachelor’s degree</p>	<p>Clarifies vocabulary in the system of the native language, forms theoretical knowledge about words, phraseological units in the linguistic system, types of lexical meaning of words, patterns of formation and methods of formation of phraseological units, types of dictionaries, forms skills to analyze the dynamics of changes in gender characteristics of male and female languages in society with a comparison of the national gender character and gender specificity in the modern language.</p>
		<p><b>“Lexicology of the modern Kazakh language and gender linguistics”</b></p> <p>Basic discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “6B01706 Kazakh language and literature in non-kazakh language schools”</p> <p>Bachelor’s degree</p>	<p>Clarifies vocabulary in the system of the native language, forms theoretical knowledge about words, phraseological units in the linguistic system, types of lexical meaning of words, patterns of formation and methods of formation of phraseological units, types of dictionaries, forms skills to analyze the dynamics of changes in gender characteristics of male and female languages in society with a comparison of the national gender character and gender specificity in the modern language.</p>

Continuation of Table 1

1	2	3	4
6	<p><b>Makhambet Utemisov West Kazakhstan University</b></p> <p>Oral city</p>	<p><b>“Gender linguistics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02301 Philology: Kazakh philology”</p> <p>Master’s degree</p>	<p>The discipline introduces new views and opinions that form the basis for the emergence of the category of gender, which arose in connection with the concepts of gender and language; explains concepts related to the theory of gender linguistics; analyzes gender studies in general linguistics and ways of developing a gender orientation in the knowledge of the Kazakh language; analyzes the characteristics characteristic of the male and female sex (masculinity-femininity) and expressed in language teaches to recognize and give gender linguistic characteristics. As a result, students understand the scientific foundations of the gender classification of the language, know its principles and concepts, master the theoretical problems of general linguistics, identify current gender issues that make up the intersection of modern sciences, comprehend new directions of the science of the Kazakh language in interrelation.</p>
		<p><b>“Gender linguistics”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01701 Kazakh language and literature”</p> <p>Master’s degree</p>	<p>The discipline introduces new views and opinions that form the basis for the emergence of the category of gender, which arose in connection with the concepts of gender and language; explains concepts related to the theory of gender linguistics; analyzes gender studies in general linguistics and ways of developing a gender orientation in the knowledge of the Kazakh language; analyzes the characteristics characteristic of the male and female sex (masculinity-femininity) and expressed in language teaches to recognize and give gender linguistic characteristics. As a result, students understand the scientific foundations of the gender classification of the language, know its principles and concepts, master the theoretical problems of general linguistics, identify current gender issues that make up the intersection of modern sciences, comprehend new directions of the science of the Kazakh language in interrelation.</p>
		<p><b>“Actual problems semasiology”</b></p> <p>Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02302 Philology: Russian Philology”</p> <p>Master’s degree</p>	<p>Objective: to study the gender aspects of the social functions of language, depending on their gender. Main sections: History and methodology of gender studies. Intellectual and social causes of gender studies. Gender studies in linguistics. The connection of language and gender. Male and female discourses. Multilevel strategy in linguistic genderology. Syntax, phraseology, grammar,</p>

Continuation of Table 1

1	2	3	4
			and vocabulary in the system of gender analysis. Gender differences in speech on the material of different languages. Identification of gender stereotypes in the media.
		<p><b>“Gender linguistics”</b> Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M02302 Philology: Russian Philology”</p> <p>Master’s degree</p>	Objective: to study the gender aspects of the social functions of language, depending on their gender. Main sections: History and methodology of gender studies. Intellectual and social causes of gender studies. Gender studies in linguistics. The connection of language and gender. Male and female discourses. Multilevel strategy in linguistic genderology. Phraseology, grammar and vocabulary, syntax in the system of gender analysis. Gender differences in speech on the material of different languages. Identification of gender stereotypes in the media.
		<p><b>“Actual problems semasiology”</b> Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01703 Russian language and literature”</p> <p>“7M01704 Russian language and literature for non-Russian learning schools”</p> <p>Master’s degree</p>	Objective: to study the gender aspects of the social functions of language, depending on their gender. Main sections: History and methodology of gender studies. Intellectual and social causes of gender studies. Gender studies in linguistics. The connection of language and gender. Male and female discourses. Multilevel strategy in linguistic genderology. Syntax, phraseology, grammar, and vocabulary in the system of gender analysis. Gender differences in speech on the material of different languages. Identification of gender stereotypes in the media.
		<p><b>“Gender linguistics”</b> Major discipline, 5 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01703 Russian language and literature”</p> <p>“7M01704 Russian language and literature for non-Russian learning schools”</p> <p>Master’s degree</p>	Objective: to study the gender aspects of the social functions of language, depending on their gender. Main sections: History and methodology of gender studies. Intellectual and social causes of gender studies. Gender studies in linguistics. The connection of language and gender. Male and female discourses. Multilevel strategy in linguistic genderology. Phraseology, grammar and vocabulary, syntax in the system of gender analysis. Gender differences in speech on the material of different languages. Identification of gender stereotypes in the media.

Continuation of Table 1

1	2	3	4
7	<p><b>Sarsen Amanzholov</b> <b>East Kazakhstan</b> <b>University</b></p> <p>Oskemen city</p>	<p><b>“Gender linguistics”</b></p> <p>Major discipline, 6 ECTS credits</p> <p>The educational program in which the discipline is taught: “7M01702 Russian language and literature”</p> <p>Master’s degree</p>	<p>The discipline aims to master the main provisions and issues of gender linguistics in diachrony and synchrony by undergraduates. The discipline is aimed at analyzing the socio-cultural and psychological prerequisites for the formation of gender studies in linguistics, the relationship between language and gender, speech behavior as a process of choosing the optimal way of constructing statements by men and women, identifying the features of the formation of gender stereotypes and attitudes in modern society.</p>

*Source:* Data collected by authors from the universities of Kazakhstan and the digital database Unified Higher Education Platform [18].

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