THE NEED OF TEACHING GENDER-INCLUSIVE LANGUAGE IN ENGLISH FOR SPECIFIC PURPOSES IN ORDER TO PROVIDE THE FUTURE SPECIALISTS FOR USING GENDERED LANGUAGE

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НЕОБХОДИМОСТЬ ОБУЧЕНИЯ ГЕНДЕРНО-ИНКЛЮЗИВНОМУ ЯЗЫКУ НА АНГЛИЙСКОМ ЯЗЫКЕ ДЛЯ КОНКРЕТНЫХ ЦЕЛЕЙ С ЦЕЛЬЮ ПОДГОТОВКИ БУДУЩИХ СПЕЦИАЛИСТОВ К ИСПОЛЬЗОВАНИЮ ГЕНДЕРИРОВАННОГО ЯЗЫКА

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Abstract. The theoretical significance of this article lies in the fact that the work collected and analyzed information about the need of teaching gender inclusive language for English for Specific Purposes students in English, which makes a certain contribution to the development and solution of topical issues in usage of gendered English language. Although suggested several effective strategies in teaching inclusive vocabulary and pronoun usage in English lessons by English for Specific Purposes students.

Аннотация. Теоретическая значимость данной статьи заключается в том, что в работе собрана и проанализирована информация о необходимости преподавания гендерно-инклюзивного языка для студентов специальных направлений на английском языке, что вносит определенный вклад в разработку и решение актуальных вопросов использования гендерно-инклюзивного языка. А также предложено несколько эффективных стратегий обучения инклюзивной лексике и использованию местоимений на уроках английского языка студентами специальных направлений.

Keywords: gender-inclusive language, extrasensory perception, gender identity, cultural sensitivity.

Ключевые слова: гендерно-инклюзивный язык, экстрасенсорное восприятие, гендерная идентичность, культурная чувствительность.

Teaching gender-inclusive language in English for Specific Purposes (ESP) is important for several reasons. ESP refers to English language instruction that focuses on specific disciplines or professional fields, such as business, medicine, or engineering. Here are some reasons why gender-inclusive language is necessary in ESP: Inclusivity and equality: Gender-inclusive language promotes inclusivity and equality by recognizing and respecting the diversity of gender identities. It avoids assumptions based on gender and ensures that all individuals, regardless of their gender identity, feel included and valued. Professional communication: ESP often prepares learners for specific professional contexts where effective communication is crucial. By teaching gender-inclusive language, learners are better equipped to communicate professionally and respectfully with colleagues, clients, and other stakeholders. It helps them avoid inadvertently excluding or

marginalizing individuals based on their gender. Global awareness: English is a global language, and learners of ESP often interact with people from different cultures and backgrounds. Teaching gender-inclusive language helps learners develop cultural sensitivity and awareness. They learn to navigate diverse settings and communicate effectively in a way that respects different gender identities and cultural norms. Legal and ethical considerations: Many countries have implemented laws and regulations that promote gender equality and prohibit discrimination based on gender identity. Teaching gender-inclusive language in ESP ensures compliance with these legal requirements and helps learners understand the ethical considerations associated with gender-sensitive communication [5-10].

Future employability: In an increasingly global and diverse job market, employers value candidates who demonstrate cultural competence and inclusivity. By being proficient in gender-inclusive language, ESP learners enhance their employability and demonstrate their ability to work effectively in diverse professional environments. When teaching gender-inclusive language in ESP, instructors can incorporate inclusive vocabulary, pronoun usage, and strategies for avoiding gendered assumptions. They can also provide opportunities for learners to practice using gender-inclusive language in authentic professional contexts through role-plays, discussions, and written assignments. Overall, teaching gender-inclusive language in ESP is essential for promoting inclusivity, fostering effective communication, and preparing learners for the realities of diverse professional environments [1].

Teachers can effectively incorporate inclusive vocabulary and pronoun usage in ESP lessons by following these strategies:

1. Raise awareness: Begin by raising awareness about the importance of inclusive language and its impact on communication and inclusivity in professional settings. Explain the significance of using gender-inclusive vocabulary and pronouns and provide examples of inclusive language in relevant professional contexts.

2. Teach inclusive vocabulary: Introduce inclusive alternatives to gendered terms commonly used in specific professional fields [2]. For example, in the medical field, instead of using "he" or "she" when referring to a patient, teach alternatives such as "they", "the patient", or "the individual". Provide learners with a list of inclusive vocabulary relevant to their specific ESP field and encourage them to use it in their written and spoken communication.

3. Discuss pronoun usage: Facilitate discussions on pronoun usage and the importance of respecting individuals' preferred pronouns. Explain the different pronoun options, including gender-neutral pronouns like "they/them", and provide examples of how to use them correctly. Encourage learners to ask for and use individuals' preferred pronouns to create an inclusive and respectful environment.

4. Role-plays and simulations: Create role-plays and simulations that reflect real-world professional scenarios. Include gender-neutral characters or allow learners to choose the gender identity of their characters. This will provide opportunities for learners to practice using inclusive language and pronouns in context.

5. Authentic materials: Incorporate authentic materials, such as articles, reports, or case studies, that demonstrate the use of inclusive language in specific professional contexts. Analyze these materials together as a class, highlighting instances of inclusive language and discussing their impact on communication and inclusivity [3].

6. Peer feedback and correction: Encourage learners to provide feedback on each other's language use, including the use of inclusive vocabulary and pronouns. Create a supportive environment where learners can learn from each other and help correct any unintentional errors or

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7. Ongoing reinforcement: Continuously reinforce the use of inclusive language throughout the course. Remind learners to use inclusive vocabulary and pronouns in their assignments, presentations, and any written or spoken communication related to their ESP field. Incorporate regular practice activities to reinforce the correct usage of inclusive language [4].

Also, we should remember that incorporating inclusive vocabulary and pronoun usage in ESP lessons is an ongoing process. It requires consistent reinforcement, empathy, and openness to learning from both instructors and learners. By actively promoting and practicing inclusive language, instructors can foster an inclusive and respectful learning environment for all learners.

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