

GENDER ASPECTS OF MANAGING THE PEDAGOGICAL TEAM

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Abstract. The belonging of an individual to a social gender directly affects his behavior in society, social status and work characteristics. Taking into account the role of the social gender in the process of forming the role of the individual in the organization makes it possible to use the influence of gender factors on employee motivation as an additional means of increasing labor productivity.

Keywords: gender, pedagogical community, gender characteristics, social gender, educational institution

The quality and stability of human resources is one of the conditions for the successful implementation of the development strategy and educational quality policy of the educational organization. Each teacher should consciously approach the performance of his task in this process and understand its role and place, have an idea of the goals of the institution as a whole and the importance of management activities, and also feel the assessment of his activities by the management and, more or less satisfied, participate in the planning of various activities with the help of increasing the professional level of teachers who meet the requirements of modern life is a prerequisite for modernizing the educational system. Against the background of increased attention to this problem, the issue of the level of motivation for improving the skills of teachers is becoming especially relevant.

Taking into account the influence of gender factors in the process of developing a motivation system is the basis for qualitatively increasing the effectiveness of Human Resource Management. Given the growing role of social gender in the

process of forming the role of an individual in an organization and its job opportunities, gender factors affecting employee motivation deserve special attention, and their effective management can be used as an additional tool to increase efficiency.

The concept of “Gender” refers to the set of social and cultural norms that society instructs people to perform according to their biological sex. In professional activities related to the provision of services to the population, gender characteristics are most pronounced. The problem of gender differences in the business and personal qualities of a teacher in educational institutions is relevant at the current stage of managerial activity.

Currently, there are various reasons for the non-landing of members of the pedagogical community, for example: insufficient development of working conditions for the teacher, low wages, lack of interest in this field of work. In this regard, it is necessary to talk about the meaning of “job satisfaction and dissatisfaction”. It should be noted that professional motivation is of particular importance (interesting and relevant goals, professional level and increasing social status). Each leader is also interested in improving pedagogical professional growth, as well as the stability of the pedagogical community, which does not lead to the exchange of personnel.

The problem of choosing methods of motivating employees is relevant for any leadership of an educational institution. In most cases, they do not take into account such an important aspect of personality as gender, which is directly related to professional motivation.

Pedagogical activity requires tremendous professional knowledge, qualifications and special personal qualities from the pedagogical community. If there is a tendency to gender equality professionally, then in terms of personal qualities, there are undoubtedly differences between male and female employees in social roles, leading work motives, motivation structure, job satisfaction and organizational behavior.

Traditionally, feminine qualities contribute to the effective and high-quality professional activity of the teacher: tenderness, compassion, empathy, sensitivity, attention to detail, politeness, patience, caution, feeling, tendency to compromise, the desire to bring things to the end. Female teachers are more persistent and active, they have a lively and emotional speech. They are generally more successful than male teachers, using nonverbal communication tools, making emotional contact, dealing with conflict situations more easily, and creating a favorable psychological environment.

Gender differences in the pedagogical community:

1. Female teachers are more persistent and active, they have a lively and emotional speech. They are usually more successful than male teachers, use non-verbal communication, establish emotional communication, resolve conflict situations more easily, and create a favorable psychological environment;
2. Male teachers are characterized by kindness, tolerance, fairness, and a sense of humor helps them create a friendly atmosphere in the classroom and maintain discipline [3, p.4].

There is no significant difference in the assessment of professional qualities and skills of male and female teachers:

1. Women are more creative in the educational process, they strive to diversify the educational process, can successfully motivate students. Women are able to shape students' interest in their science, and the educational materials provided by women are more scientific, systematic and relevant;
2. Men more accurately determine the purpose of the lesson and associate the studied material with the professional interests of the audience, better adapting the educational material to the characteristics of the audience [6, p.24].

Pedagogical historians argue that despite the almost complete absence of men in the educational system, the male model of schools has survived. Educational institutions reflect the gender stratification of society and culture in general in gender relations, demonstrate the unequal position of women and men. As a rule,

teachers, secretaries and staff are women, and school principals are men. In education, women are more likely to be leaders in schools, high schools, and colleges. This can be explained by the scarcity of male teachers in pedagogical communities.

From preschool age, teachers are manifested in the fact that they encourage boys to self-expression and activity, girls to obedience and hard work, to look beautiful. According to some researchers, even excellent students tend to do so because they have low self-esteem, insecurity, and they try to be excellent students to compensate for this deficiency, to hide it from them. In addition, the excellent academic performance of girls is entirely the result of their favor, obedience and hard work [2, p.51].

When creating a motivation system in an educational organization, it is necessary to take into account the gender characteristics of the team, since men and women approach the work process differently. In this regard, different types of stimulation should be used. Praise, as a way of stimulation, is beneficial for men and is very important when working with women. When working with male employees, it is recommended to take into account their desire to recognize themselves as professionals. It is more important for men to evaluate the product of their activity than their appearance and characteristic features. They react negatively to reproaches, assessment of professional activity. Thus, for the effectiveness and positive productivity of pedagogical activity, it is necessary to involve teachers in the work process, taking into account the gender characteristics of employee incentives.

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