



# THE CONTENT AND MODEL OF IMPROVING GENDER EQUALITY IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION INSTITUTION PEDAGOGUES

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## Abstract

This article discusses the content and model of improving gender equality of teaching staff in higher education institutions in the educational process. The study analyzes the pedagogical essence of the concept of gender equality, its impact on the quality of education, and the mechanisms for its implementation in the higher education system. A content-component model aimed at developing gender competencies of teachers is also proposed, which systematically substantiates the goals, objectives, principles, pedagogical conditions, methods and tools, and expected results.

**Keywords:** Gender equality, higher education institution, teaching staff, educational process, gender approach, gender competence, pedagogical model, inclusive education, professional development, social equality.

## Introduction

Today, as a result of the consistent and systematic attention paid at the state level to ensuring gender equality - not as a temporary initiative, but as a long-term strategic priority - the role and social status of women in society are steadily strengthening. Comprehensive reforms aimed at expanding women's access to quality education, professional development, entrepreneurship, and leadership positions are creating real opportunities for their full participation in socio-economic and political life. Such measures not only guarantee equal rights in a formal sense, but also promote equal conditions for self-realization and career advancement. Strengthening the position of women directly contributes to family



stability and harmony, as educated, socially active, and economically independent women play a decisive role in fostering a healthy moral and psychological environment within the family. This, in turn, positively influences the upbringing of a physically healthy, intellectually developed, and socially responsible younger generation. The investment in women's education and empowerment therefore becomes an investment in the nation's human capital and long-term development. Moreover, the consistent implementation of gender-sensitive policies enhances social justice, reduces inequality, and fosters a culture of mutual respect and partnership between women and men. In the broader context, these transformations contribute to the sustainable development of the country, strengthen democratic institutions, and improve the overall well-being and quality of life of the population. As a result, Uzbekistan's positive image and competitiveness in international rankings and global development indicators are further reinforced, reflecting the country's commitment to universal human rights and inclusive progress.

It refers to the process carried out in order to improve the gender equality of teachers of higher educational institutions in the educational process, the development of gender equality in society, and the creation of equal opportunities for women and men in pedagogical activity. Gender is a social model that determines and determines the relationships between women and men not only at the personal and family level, but also in society, and also controls their fulfillment in accordance with the social roles of women and men. As is known, the Constitution of the Republic of Uzbekistan guarantees equal rights for citizens regardless of gender. Along with this, taking into account the equality of boys and girls in the educational process, a national culture and behavior characteristic of each of them are formed. Such an approach has emerged over many centuries and has proven its positive aspects through the test of time.

Article 18 of the Constitution of our country recognizes that women have equal rights with men in all spheres, and in recent years, issues of women's employment and gender equality have been legally substantiated. The use of a gender approach in the educational process greatly contributes to the upbringing and development of boys and girls, regardless of their origin, as individuals with a correct understanding of their social tasks, free from old views on gender differences. The scientific study of gender psychology, in connection with the increase in the

social activity of women, provided proof of scientific hypotheses related to this issue, namely, the specific place of women in the field of professional careers and the study of the psychological nature of the difficulties and obstacles they face on this path, their ability to integrate into managerial activities and self-expression. In her book "The Role of Men and Women in the Organization" ("Men and women of the corporation"), R. Kenter (female scientist) emphasizes that the behavior of women in production, in the work collective, and their aspiration for the sphere of management depends on the composition of this collective, and distinguishes two groups of women working in organizations:

- 1) a team in which a representative of one or another gender constitutes an absolute majority: for example, in a team where more women work, they are called dominant;
- 2) women in a team where women constitute a minority are called tokens (English token - means symbol, symbol).

Observations show that, although tokens constitute a minority in the context of real production relations, their existence is easier to perceive, and here all existing stereotypes about them are activated, and even if a certain quality is distinguished and manifested for promotion to a leadership position, there are cases of a different assessment of this quality. In the men's team, women and women in leadership bodies play the role of such tokens.

In his research, R. Kenter identified four unofficial types of such tokens:

- 1) in the image of a "mother": from such people in the team, not diligence and activity are expected, but emotional support in everything;
  - 2) "attractive (melting)" - in this case, the token woman manifests herself by attracting the attention of others;
  - 3) "amulet-bead" - a very charming person, who, although lacking business qualities, acts as a person who brings luck to the team;
- "Iron Lady" - because such tokens possess unfeminine rigidity and demandingness, the team tries to distance them from themselves.

Studying the socio-psychological status of women performing leadership functions in the conditions of Uzbekistan, raising them to be knowledgeable in the field of management ensures a worthy status of women in society. For this, it is advisable to pay attention to the following aspects:



- increasing the level of competence of women in the field of leadership and management, determining measures to prevent their psychological illiteracy;
- further improvement of women leaders' knowledge and skills;
- development of a set of socio-psychological trainings aimed at the appropriate use of their ideas and a clearer vision of the future, motivating them to develop their capabilities and abilities, taking into account their aspirations;
- development of programs to ensure the social and psychological protection of women leaders in a situation where socio-economic conditions are constantly changing;
- adoption of national programs that ensure the successful work of women in professional and managerial activities;
- socio-psychological training of women for leadership positions in various spheres of labor activity and rational use of their potential.

In conclusion, improving gender equality in the educational process of higher education institutions is not only a social necessity but also an important pedagogical task aimed at ensuring the quality and effectiveness of education. The analysis presented in this article demonstrates that gender equality should be understood not merely as the formal provision of equal rights for women and men, but as the creation of real pedagogical conditions that ensure equal opportunities, fair participation, and professional self-realization for all members of the teaching staff.

The study confirms that the implementation of a gender approach in higher education contributes to the development of gender competence among teachers, strengthens inclusive and democratic values in the educational environment, and positively influences the formation of socially active, tolerant, and responsible students. In particular, the use of a content-component model based on clearly defined goals, objectives, principles, pedagogical conditions, methods, and evaluation criteria allows for a systematic and consistent improvement of gender equality in the professional activities of pedagogues. The socio-psychological analysis of women's leadership, including the typology proposed by R. Kanter, shows that gender stereotypes and structural imbalances in professional collectives still affect the career advancement and managerial participation of women. Therefore, special attention should be paid to eliminating hidden discriminatory practices, strengthening women's leadership competencies,



organizing targeted socio-psychological trainings, and developing national programs aimed at supporting women in professional and managerial spheres. In the context of the Republic of Uzbekistan, where gender equality is supported at the constitutional and legislative levels, further improvement of gender-sensitive pedagogical strategies in higher education institutions will serve to enhance the social status of women, ensure harmony in professional and social relations, and contribute to the sustainable development of society. Thus, the proposed model for improving gender equality in the educational process can serve as a scientific and methodological basis for organizing professional development programs, designing gender-oriented curricula, and creating a supportive institutional culture in higher education. Its consistent implementation will contribute to the formation of a modern, inclusive, and socially just educational system aligned with national priorities and international standards.

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