

The Gender Responsibility of The Personality of The Future Teacher

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Abstract

The article is devoted to the problem of gender equality in modern Uzbekistan. This article examines gender responsibility among future teachers and how much it influences to development of the individual and society as a whole. The authors characterized gender responsibility as the ability to understand the moral and immoral aspects of gender situations; reflection on the action of gender factors that determine individual behavior; the ability to make decisions taking into account moral and legal gender norms; the deep inner desire of the individual to create an ethical atmosphere of interaction with other people. Teacher attrition is a major challenge in creating and maintaining a quality teaching workforce. Male teachers typically leave the profession at higher rates than their female colleagues. During the study, the author's questionnaire was used which made it possible to identify the components of gender responsibility such as: gender tolerance, gender culture, personal maturity, moral and ethical responsibility, socio-psychological adaptability of the individual, volitional self-regulation, self-esteem of the individual, self-control in the emotional sphere, activity and behavior, reflectivity. The results obtained will allow us to work more specifically with young people to develop gender responsibility, which will lead to a more rational distribution and attraction of personnel into the education system.

Keywords: Gender Responsibility, Reflection, Gender Differences, Gender Equality, Personality, Gender Tolerance, Gender Culture, Personal Maturity, Gender Differences, Personal Self-Regulation, Society, Education System

INTRODUCTION

The full development of modern society on the principles of justice and democracy is possible only on the basis of an objective consideration of the gender issue regarding the place and role of the individual woman and man as equal in rights, freedoms, duties, opportunities and responsibilities. Relatively recently, in 2023, on October 3, the European Parliament adopted a resolution on Uzbekistan, which lists the country's achievements and problems. This report mentions the development of gender equality in the country, as well as the difficulties that still exist on this issue. It is also important to note that in 2023, the Nobel Prize in Economics was awarded to Harvard University professor K. Goldin, a gender specialist, "for advancing the understanding of the role of women in the labor market."

The analysis of scientific literature on the problem under study shows that in recent decades the concept of gender has become the subject of close attention and has received relatively diverse working definitions in a variety of scientific publications. Thanks to this, there is the emergence of scientific publications with a gender focus, including the works of scientists, including monographs, articles, anthologies, educational materials, covering the essence of the author's developments within the framework of the area under consideration.

The gender responsibility of a person's personality can be characterized by various structural aspects manifested in everyday life, in particular as the ability to understand the moral and immoral aspects of gender situations; reflection on the action of gender factors that determine individual behavior; the ability to make decisions taking into account moral and legal gender norms; the deep inner desire of the individual to create an ethical atmosphere of interaction with other people, taking into account moral and legal gender norms; the ability to be responsible for the humanely responsible meaning of an individual's gender relations; the ability to

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understand the specifics of the moral and ethical situation in gender relations and issues (Александровна, 2022; Багичева Ж.Б., 2019).

The analysis of scientific literature on the problem under study shows that the importance of scientific development in the Republic of Uzbekistan of gender issues, including in the socio-psychological aspect, is largely updated by factors associated with the emergence and intensive development in the modern lexicon of science of a number of relatively new concepts, such as gender, gender identity, gender education, gender responsibility, gender studies, gender culture, gender equality, etc. In this regard, gender training of a new generation of specialists from all sectors of the economy, especially in the field of educational services, should play a decisive role in overcoming the existing inequality of gender roles and, above all, gender prejudices in pedagogical systems. Because of this, it becomes obvious that the problem of developing gender responsibility of teaching staff is especially relevant, since it should contribute to the formation in them of a number of vital, as well as professionally significant, personality qualities. In this aspect, according to I.A. Zagainova, due to the low activity of civil society institutions, as a rule, the exclusion of women from decision-making at all levels of power structures, the feminization of poverty, and the deterioration of the social situation, the need to create appropriate conditions to ensure gender equality between men and women in all spheres was very acutely objectified public life, including the sphere of science (Зарайнов И.А., 2012). Therefore, modern approaches to personnel training must necessarily provide for the solution of the most important gender problems, helping to increase the social role of women in the life of society and professional activities in general.

LITERATURE REVIEW

Gender norms have a significant impact on the number of teachers and school leaders among the education workforce. In many contexts, even at the primary school level, there is a significant imbalance in the ratio of male to female teachers, partly due to the historical characteristics of the teaching profession.

Numerous studies indicate that there are clear differences between men and women in various fields of work, but there is little research examining gender differences in teaching. At the same time, existing studies do not classify the sample of teachers, but only analyze the total sample

UNESCO stands for well-trained, supported and valued teachers. The latest data from the Global Education Monitoring report shows that an additional 44 million teachers are needed to achieve the education goals of the 2030 Agenda (Selezneva Yu.V., 2023).

Around the world, women are overrepresented in teaching. And their numbers are growing: since 2015, the proportion of female teachers has increased globally at primary, primary and secondary school levels. In preschool institutions, women make up 94% of the teaching staff. But at higher levels of education their numbers decline. Women make up 68% of teaching staff in primary schools, 58% in junior high schools, 52% in senior high schools and 43% in tertiary institutions (Воронина О. А., 2018).

Teacher attrition is a major challenge in creating and maintaining a quality teaching workforce. Male teachers typically leave the profession at higher rates than their female colleagues. Global attrition rates in 2021 were 9.2% and 5.9% for male primary and secondary school teachers, respectively, compared to 4.2% and 5.6% for female teachers. The reasons for higher rates of male outmigration vary by region and country, but are often related to greater employment mobility among men than among women (Полякова А.А., 2023).

The large attrition of male educators can be explained by the fact that teaching at lower levels of education is often considered a feminine profession due to cultural norms and gender biases regarding responsibility for education and childcare. But increasing the diversity of the teaching workforce is key to eliminating gender stereotypes in education and providing more equal opportunities for all students. It can also solve the problem of labor shortage in the teaching profession

Various literature sources and statistics indicate that female teachers and female principals are capable of improving the quality of education through leadership and direct teaching. For example, 2016 UNGEI data indicates that female role models in school increase girls' confidence in their abilities. As noted by CGDEV

(2019), such confidence can increase girls' interest in areas such as mathematics and science, where stereotypes about girls' abilities typically exist (Гаджимурадова Р.Т., 2019).

A 2019 UNICEF report found that female school leaders create learning environments that actively engage students, encouraging teachers to grade student work, assign homework, and teach until all students achieve mastery. UNICEF's review of gender in education in 2022 comes to two important conclusions: female school leaders are succeeding in tracking and encouraging higher teacher attendance and creating an enabling environment for teachers; According to studies conducted in West and Central Africa, schools led by women are more likely to attract and encourage parents to support students' attendance, academic performance and behavior (Капустина & Макеева, 2023). Thus, these studies indicate the priority of women in the teaching professions.

Analyzing the problematic situation that has developed in society in the post-Soviet space regarding the phenomena of gender inequality in various spheres of social production and social life, the author comes to the conclusion that it manifests itself as persistent discrimination in the labor market, in the field of professional and higher education. The reasons for the current situation are largely due to gender roles and stereotypes that developed in the historical past. At the same time, outdated gender stereotypes, being dangerous both for each individual and for society, at the level of mass consciousness are firmly fixed in people's attitudes about which professions are male and which are female. With this approach, the effectiveness of self-realization of a professional's personality in the modern labor market, in politics, family, etc., is determined not by objective criteria (level of abilities, preparedness, etc.), but by traditional views on the role of men and women in the social system, depending on gender differences and sociocultural restrictions. However, the complete replacement of outdated stereotypes with modern gender ones is not subject to the administrative world with the help of legislation alone, since this is part of the cultural sphere, in particular the subsystem of gender socialization and gender education of the individual. At the same time, the practical implementation of the idea of gender equality in these subsystems of the sociocultural reproduction of a person of a democratic type as a new social order of post-Soviet society necessitates a targeted strengthening, first of all, of the training of future specialists, taking into account the understanding of the gender problem, the development of gender culture, and responsibility (Зарайнов И.А., 2012).

Hong D. in his study found that in China's University Z, there is no significant difference in teaching load between male and female teachers, but there is a significant difference in research load, with male teachers significantly more than female teachers. After dividing into three groups using cluster analysis, for teachers with outstanding teaching, the teaching and research workload of male teachers is significantly greater than that of female teachers. For teachers with outstanding research, there is no significant difference in teaching load between male and female teachers, but male and female teachers' research load is significantly higher than that of females. By comparing the data, the researcher found that female teachers were significantly inferior to male teachers in terms of performance. Taking into account objective conditions such as marriage and childbirth, family needs and physiology, it is unrealistic to rely solely on system design to achieve the same performance of female teachers and male teachers (Hong D., 2021).

Hong D.'s analysis also shows that the influence of certain external factors on male and female teachers is not exactly the same. For example, there is a significant positive correlation between male teachers' research work on teaching reform and age, whereas there is no significant correlation for female teachers. The higher the degree of a male teacher, the less the teaching load, and the higher the degree of a female teacher, the greater the load of supervising students. The type of institution that produces women teachers is significantly related to the amount of research work done. The stronger the overall strength of the graduating university, the lower the result, while for men there is no such significant correlation (Hong D., 2021).

Fagot B.I. studied forty experienced and inexperienced teachers, 20 men and 20 women. The study was carried out during free play in preschool classes. Male teachers gave more positive feedback than female teachers, as well as more physical affection. Male teachers were also more involved in children's play than female teachers. Female teachers communicated less than male teachers. The conclusion was formulated that the male

stereotype and the school environment are less congruent than the female stereotype and the school (Selezneva Yu.V., 2023).

According to A.I. Mrug, in modern society there are changes regarding the process of assimilation of a certain gender role, to conform to established gender stereotypes (Мрyг А.И., 2009). This greatly actualizes the introduction into the educational process of the younger generation of the targeted development of gender culture of youth, the formation of their responsibility and competence in these important issues. The process of assimilation of a certain gender role, as a rule, occurs through a well-known social mechanism, i.e. normative and informative influence. The first, in most cases, manifests itself due to rejection and condemnation by society, a group of those members whose behavior does not correspond to established norms regarding male and female or accepted new norms regarding relative gender. The most common example of normative influence is a negative attitude towards people with non-traditional sexual orientation, the imposition of professional choices, and communicative models of behavior taking into account gender characteristics.

Thus, a person in society must adapt to fulfilling gender roles and stereotypes in order to avoid being neglected by others. Informative influence is realized through a person's desire to comply with certain norms and standards, among which established stereotypes regarding women and men play a significant role. That is, a person tries to behave like the members of his reference group, and only then does he consider his behavior optimal, correct. Since the standards of behavior are social norms, male/female patterns, some people perceive them on an unconscious level, without questioning them. At the same time, sometimes a person consciously changes behavior in order to bring it into line with existing generally accepted norms. This behavior is defined as conformity to gender roles and can be of the following types:

compliant type, i.e. desire to avoid social punishment;

type approval, i.e. the person internally approves of social norms;

type of identification, i.e. a person repeats the actions of a role model.

These types may be constant or change over time. Gender-related identification behavior may change if a new identification replaces the previous one (Мрyг А.И., 2009).

As noted by Zh.B. Bagichev, almost a whole century after the formal admission of women to academic education and training, we are still far from equal gender representation at all levels of our society, the presence of a proper gender culture of the population, and a responsible attitude to such problems. In addition, the path to the achievements that women managed to achieve during this time was so thorny that it in no way corresponds to the ideas of unhindered access to knowledge, activity according to ability, equal opportunities for people, etc. In many countries of the world it is still there are restrictions on women's rights in public structures. Women do not occupy key positions in politics and economics. An ambiguous situation arises when society declares gender balance, but demonstrates gender segregation in certain professional circles. All this leads to gender discrimination, and in most cases manifests itself in such professional sectors as employment, remuneration, hiring, staff reduction, promotion, professional development, housing, political and religious careers, social policy and etc. The negative effect of gender stereotypes can affect the self-realization of an individual, acting as a barrier to the development of the individuality of a modern person (Багичева Ж.Б., 2019).

Thus, based on the above, it is considered appropriate to conclude that, in the opinion of the prevailing number of scientists, democratization and humanization of society determines the purposeful development of an objective process to create and strengthen equal opportunities for the harmonious development of the individual, its realization and self-realization of all people, regardless of their social origin, position, nationality, age, and gender. At the same time, attention is focused on the fact that the true humanization of society, its stable and safe functioning also presupposes overcoming gender problems, negative stereotypes in this aspect, the creation in public culture of conscious gender responsibility, equal gender rights in all areas of public life, including, first of all, educational practice.

Issues related to the gender dimension of teachers and teaching require further research. In regions where gender disparities in the workforce and leadership positions are significant, the key benefits of quality education are potentially missed.

Education systems that embed gender equity in teaching practice and teacher reform show real potential to accelerate progress towards quality, potentially transformative education.

By viewing education reforms from the perspective of systemic change and engaging teachers as change agents for gender equality, we can better integrate issues and accelerate progress.

Component structure of gender responsibility personality of the future teacher

The theoretical analysis of the problem under study, carried out within the framework of the chapter of the dissertation work, made it possible to identify various structural aspects of gender responsibility, on the basis of which we identified the following list of specific structural characteristics, taking into account the possibility of their psychodiagnostics: awareness of one's own gender role; moral and ethical responsibility; communication skills; gender culture; personal maturity; volitional self-regulation; compliance with traditional gender stereotypes; self-realization; socio-psychological adaptability of the individual; gender tolerance; reflectivity; personality self-esteem; gender style of behavior; gender knowledge and skills; ability to recognize gender issues; active life position.

RESEARCH METHODOLOGY

The methodological basis of the study was philosophical, psychological and pedagogical ideas about gender differences in personality, and therefore the teacher's personality is studied as a whole, combining biological, social, professional, personal, axiological components. To analyze the content and gender structure of the responsibility of a teacher's personality, system-structural, competence-based, personal, and activity-based approaches were used, which made it possible to reflect the versatility of the phenomenon under study. Gender methodology was also used, which allows taking into account the sociocultural context and the main provisions of humanistic pedagogy, which considers personality from the point of view of freedom in its life definition.

Using expert assessment, a quantitative description of the specialists who took part in assessing the structural characteristics of the gender responsibility of the personality of the future teacher was compiled. Statistical processing made it possible to determine the primary descriptive statistics of the results of the expert assessment of the structural characteristics of the gender responsibility of the personality of the future teacher

The theoretical basis of the study was the works on gender differences in the field of psychology and pedagogy by Zh.B. Bagicheva (Багичева Ж.Б., 2019), A.I. Mrug (Мруг А.И., 2009), A.A. Bodaleva (А. А. БОДАЛЕВ, n.d.) and others.

ORGANIZATION OF THE STUDY

In order to clarify the above list, we conducted an expert assessment using a pre-prepared questionnaire. We chose the expert assessment method for the reason of obtaining experienced knowledge about a given problem and obtaining objective results, and it was not unimportant that the experts were from the same system as the object of study, as well as rational identification of the problem, as well as further comparison of the results. The basis of the prepared toolkit was a selected list consisting of seventeen specific structural characteristics of the gender responsibility of the future teacher. For the convenience of expert evaluation, a nine-point scale was included in the questionnaire and detailed explanatory instructions were prepared: "Instructions: below is a list consisting of seventeen specific structural characteristics of the gender responsibility of the future teacher, which were identified based on the results of a theoretical analysis of the problem being studied. Your task is to carefully read the characteristics below and evaluate each of them individually for compliance with the structural component of the gender responsibility of the future teacher. During the expert assessment, it is necessary to use a nine-point scale, where: from 1 to 3 points - low level of compliance with the characteristics; from 4 to 6 points - average level of compliance with the characteristics; from 7 to 9 points - a high level of compliance with the characteristics. All obtained results of the expert assessment will be used in a generalized

form in order to develop recommendations for improving the process of training future teachers in higher educational institutions of the Republic of Uzbekistan. At the same time, only those characteristics that receive scores from 7 to 9 points (a high level of compliance with the characteristics) after generalization will be considered as relevant structural components of the gender responsibility of the future teacher.”

Relevant specialists were involved in the expert survey. Their selection was carried out according to the following criteria:

practical work experience, including research;

specialization, general outlook of a specialist;

critical thinking, i.e. the ability to critically perceive modern reality;

constructive thinking, i.e. the ability to develop new knowledge, improvements, etc.

Thus, a total of 183 experts from among the most trained specialists participated in the survey, including:

specialist teachers directly involved in the process of training future teachers in higher educational institutions, as well as engaged in research activities - 120 people. (65.57%);

psychologists with practical experience in higher educational institutions, as well as engaged in research activities - 63 people. (34.43%) - (Table 1).

Quantitative characteristics of the specialists who took part in an expert assessment of the structural characteristics of the gender responsibility of the future teacher’s personality (n=183)

Expert categories	Teachers		Psychologists		Total		
	a hand	V %	a hand	V %	a hand	V %	
By gender	female	67	55.83	38	60.32	105	57.38
	male	53	44.17	25	39.68	78	42.62
	Total	120	65.57	63	34.43	183	100.00
According to professional experience	from 10 to 15 years	45	24.59	22	12.02	67	36.61
	from 16 to 20 years	44	24.04	23	12.57	67	36.61
	from 21 years old and more	31	16.94	18	9.84	49	26.78
	Total	120	65.57	63	34.43	183	100.00
According to the age	from 30 to 35 years	28	15.30	16	8.74	44	24.04
	from 36 to 40 years old	39	21.31	32	17.49	71	38.80
	from 41 years old and more	53	28.96	15	8.20	68	37.16
	Total	120	65.57	63	34.43	183	100.00

In terms of gender, the predominant number of experts were female specialists (57.38% / 105 people), respectively, male specialists - 42.62% (78 people) (Figure 1).

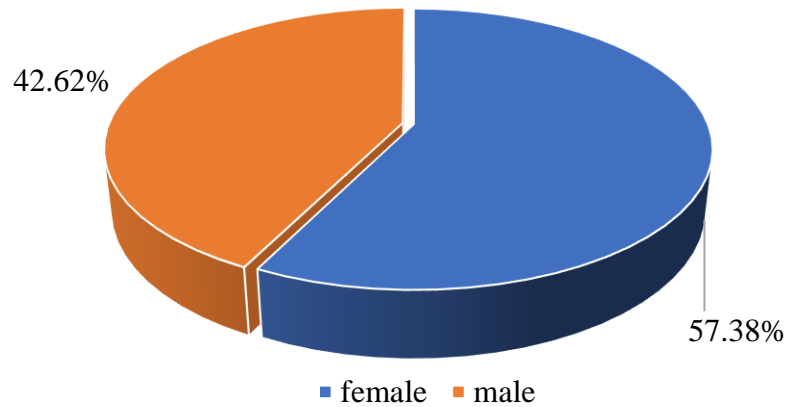


Figure 1 Quantitative characteristics of gender specialists who took part in the expert assessment of the structural characteristics of the gender responsibility of the personality of the future teacher (n=183)

Regarding the length of professional activity, most experts had work experience from 10 to 20 years, i.e.:

from 10 to 15 years - 36.61% / 67 people;

from 16 to 20 years old - 36.61% / 67 people.

Accordingly, those aged 21 years or more accounted for 26.78% (49 people) (Figure 2)

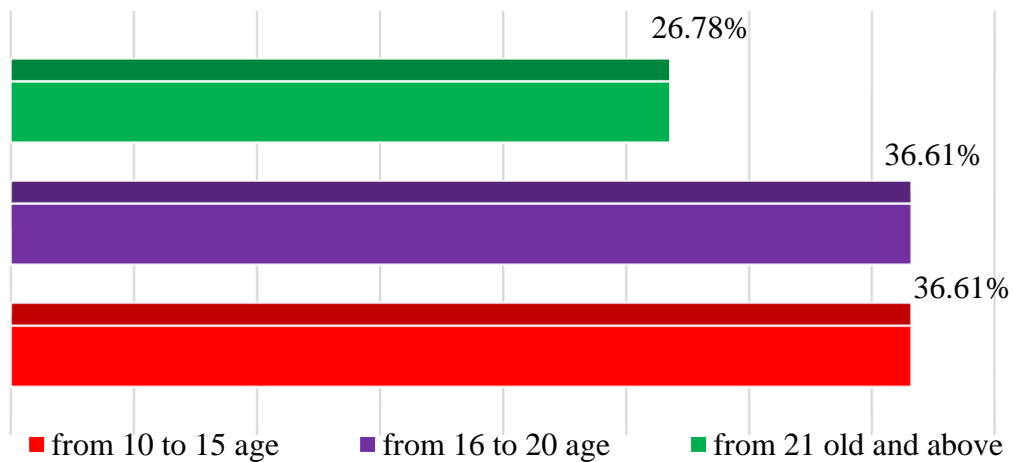


Figure 2 Quantitative characteristics of specialists in terms of professional experience who took part in the expert assessment of the structural characteristics of the gender responsibility of the personality of the future teacher (n=183)

According to age characteristics, the prevailing number of experts was in the group from 36 to 40 years old - 38.8% (71 people). From 41 years and over - 37.16% (68 people) and, respectively, from 30 to 35 years - 24.04% (44 people) (Figure 3).

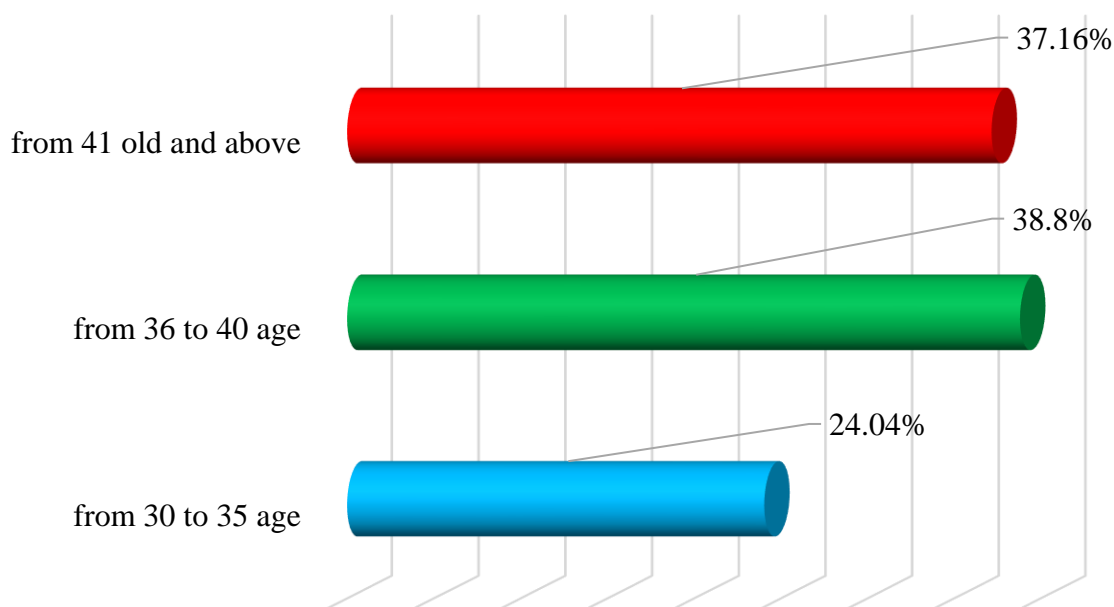


Figure 3 Quantitative characteristics of specialists by age who took part in the expert assessment of the structural characteristics of the gender responsibility of the personality of the future teacher (n=183)

Before conducting the survey, the experts were presented with a report on the topic: “Theoretical foundations for the study of socio-psychological conditions for the development of gender responsibility of the personality of a future teacher in psychological science.” The report highlighted the results of theoretical research, in particular the results of studying the phenomenon of gender in the context of modern research approaches, the concept of gender responsibility and its essence, as well as the prerequisites for the development of gender responsibility in modern Uzbekistan.

The results of the expert assessment after initial processing were summarized in a general table, which made it possible to calculate such important indicators as mode (Mo), median (Md) and mathematical expectation (M) (Table 2).

Table 2 Primary descriptive statistics results of an expert assessment of the structural characteristics of the gender responsibility of the future teacher’s personality (n=183)

№	List of structural characteristics of gender responsibility	We (fashion)	Md (median)	M (expected)
HIGH LEVEL OF COMPLIANCE WITH CHARACTERISTICS				
1	gender tolerance	9	9	8.79
2	gender culture	9	9	8.75
3	personal maturity	8	8	8.07
4	moral and ethical responsibility	8	8	7.99
5	socio-psychological adaptability of personality	8	8	7.87
6	volitional self-regulation	8	8	7.74
7	personality self-esteem	8	8	7.70

№	List of structural characteristics of gender responsibility	We (fashion)	Md (median)	M (expected)
8	self-control in the emotional sphere, activity and behavior	7	8	7.67
9	reflectivity	7	7	7.40
AVERAGE LEVEL OF COMPLIANCE WITH CHARACTERISTICS				
10	gender style of behavior	5	5	5.56
11	compliance with traditional gender stereotypes	5	5	5.52
12	awareness of one's own gender role	5	5	5.50
13	gender knowledge and skills	5	5	5.34
14	active life position	5	5	4.96
15	communication skills	5	5	4.86
16	ability to recognize gender issues	5	5	4.75
17	self-realization	4	4	4.07

THE DISCUSSION OF THE RESULTS

Based on the results of calculating primary descriptive statistics, it was found that, in the general opinion of experts, nine of the seventeen presented characteristics are the most relevant. This is evidenced by the calculated indicators of mode (Mo), median (Md) and mathematical expectation (Md), the values of which vary from 7 to 8 expert points and are interpreted as a high level of compliance. Thus, based on these indicators, it can be stated that, in the opinion of the prevailing number of experts, the nine presented characteristics should be considered as structural components of the gender responsibility of future teachers. Experts identified the following as these components (Figure 4):

- gender tolerance (Mo-9, Md-9, M-8.79);
- gender culture (Mo-9, Md-9, M-8.75);
- personal maturity (Mo-8, Md-8, M-8.07);
- moral and ethical responsibility (Mo-8, Md-8, M-7.99);
- socio-psychological adaptability of the individual (Mo-8, Md-8, M-7.87);
- volitional self-regulation (Mo-8, Md-8, M-7.74);
- personality self-esteem (Mo-8, Md-8, M-7.70);
- self-control in the emotional sphere, activity and behavior (Mo-7, Md-8, M-7.67);
- reflectivity (Mo-7, Md-7, M-7,40).

Thus, based on the above, it is considered appropriate to conclude that the results of theoretical analysis, as well as expert assessment (n = 183) using a specially prepared questionnaire, made it possible to identify the actual internal structure of the gender responsibility of the personality of the future teacher, which reflects the phenomenon being studied as a complex social-psychological system, which basically provides for the following nine interdependent components of various semantic units: gender tolerance, gender culture,

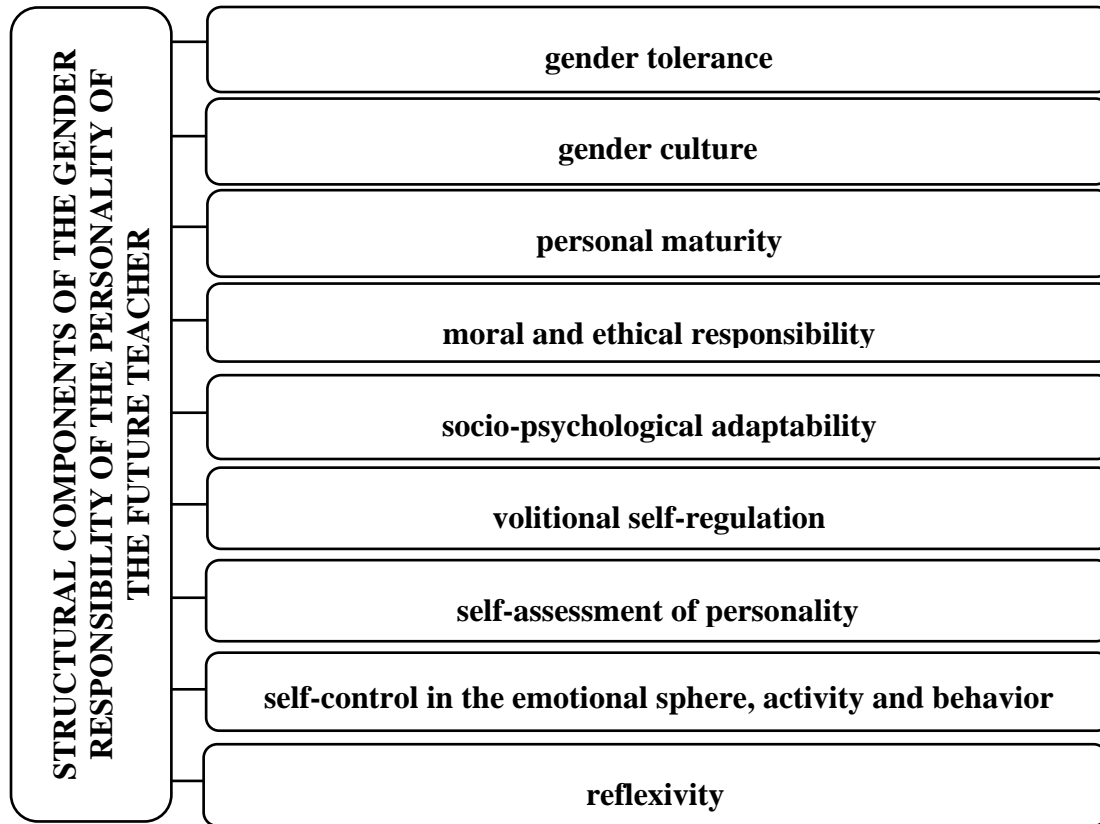


Figure 4 Component structure of gender responsibility personality of the future teacher

CONCLUSION

personal maturity, moral and ethical responsibility, socio-psychological adaptability of the individual, volitional self-regulation, self-esteem of the individual, self-control in the emotional sphere, activity and behavior, as well as reflexivity. All components are interconnected processes. Based on the results of the study and the identified structural components of gender responsibility, it is advisable to continue research to study each individual component of gender responsibility using psychological techniques. Raising the issue of gender in Uzbekistan is relevant today and will bring closer the steps of sustainable development and will have a social effect. Social effect in the field of education, social activity of youth, reduction of violence and destructive phenomena in society.

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