



Gender Characteristics of the Image of Educators

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Abstract

This article focuses on the issues of comprehensive study of gender characteristics of the image of educators in the higher education system today, the basic requirements for the formation of the image of a pedagogue, and one of the aspects that are formulated by male and female educators is the expression of his personal qualities.

Keywords: Image, gender trait, man, woman, differences, propensity to communicate, emotional stability-instability, desire for dominance-submission, social maturity, courage, timidity, self-confidence, distrust, independence, submission, self-control, excitability, tension, relaxation.

Empirical studies of the socio-psychological factors of the teacher's image make it necessary to study the requirements for it. This requires that the personal and professional competence of the teacher is one of the requirements that serve to ensure the formation of the image of the pedagogue.

Modern researchers pay great attention to the image of the pedagogue, improvement of their qualifications and methodological methods. In our research, we focused on the analysis of the image of a modern pedagogue in a number of directions. Now we want to pay attention to the research of this issue in terms of gender characteristics. We have noted some aspects of this issue in the sources related to the coverage of pedagogues' behavioral characteristics. Nevertheless, we will focus on highlighting the gender characteristics of some items of the problem.

"Questionnaire for the study of the personality of the teacher" was used to clarify the gender differences of the teacher's image. The uniqueness of the questionnaire is designed to study characteristics in 4 directions.

Table 3.4.1. Priority values, psychoemotional state, self-evaluation and educational method indicators in the image of a modern pedagogue ("Questionnaire for psychological study of the teacher's personality" by E.V. Rezapkina and G.V. Rezapkina (N=234))

Шкалалар		Male (N=95)		women (n=139)		t
		X	σ	X	σ	
Teacher's priority values	1.1	4,08	1,17	4,25	1,31	-0,242
	1.2	3,62	,95	3,58	,95	0,533
	1.3	2,24	1,17	2,09	1,10	0,154
Psychoemotional state	2.1	2,88	1,28	3,68	1,35	-4,168***
	2.2	2,33	1,024	3,38	1,07	1,438
	2.3	4,79	1,24	3,54	1,12	3,206***
Self-assessment	3.1	4,24	1,24	4,12	1,20	1,322
	3.2	3,09	,84	3,06	,89	0,250



	3.3	2,54	1,19	2,64	1,14	-1,583
Teaching method	4.1	3,75	1,19	3,80	1,32	-1,309
	4.2	3,02	1,264	2,96	1,30	-0,826
	4.3	3,43	1,56	3,19	1,57	1,643

Note:*** $r < 0.001$

According to the results of the methodology, the first directions of the teacher's priority values, psycho-emotional states, self-evaluation and teaching method scales between the indicators of male and female pedagogues reflected superior indicators. No statistical difference was observed in the values of the scale of priority values of teachers at all three levels, but the following psychological characteristics are seen as priority in the main part of pedagogues.

Regarding gender differences of both categories of pedagogues, it can be said that a sharp difference was observed when men were considered to be working in educational institutions a few decades ago. Today, it can be said that gender stereotypes have changed in some places due to the fact that female pedagogues are working on a large scale in all stages of continuous education. In our study, it was found that male (4.08) and female (4.25) pedagogues are not indifferent to student interests and problems. Students recognize pedagogues as individuals, and pedagogues pay attention to their interests, earn their trust and respect. Students generally feel safe and at ease in the classes of pedagogues. Such acceptable emotional states allow pedagogues to work effectively and creatively. This has a positive effect on the health of pedagogues and students.

In terms of indicators of psycho-emotional states, the first and third levels are dominant: male (2.88) and female pedagogues (3.68: $t=4.168$, $r < 0.001$). This level shows the superiority of women over the first level according to the normative indicators of the methodology. The priority of the first direction in women reflects the following reasoning: it requires more mental and physical strength from them to work with students. Pedagogues' interaction with students is not just a work-related necessity, but is approached as a spiritual need, and the pedagogues' relationship with students may be providing feminine gentleness, motherly kindness, and warm treatment. In acute situations, women face a lot of emotional stress. They often get frustrated, angry, anxious and feel powerless due to the inability to change the situation. Perhaps they make excessive demands on themselves and those around them, and therefore suffer. If they can change their attitude towards the situations that have arisen, then they will be freed from the stresses characteristic of the teacher's work and will improve their psycho-emotional state.

According to the explanation of the quantitative indicator: male pedagogues (4.79) and female pedagogues (3.54, statistical difference: $t=3.206$, $r < 0.001$). The positive psychoemotional state of male pedagogues determines the effectiveness of their work. In this situation, the fatherly strictness and demanding nature of male pedagogues can be an obstacle to positive acceptance by students in some places. Therefore, male pedagogues do not lose themselves in emergency situations with students and are able to make responsible decisions for their consequences. Their emotional stability, foresight and diligence have a positive effect on the psychological environment in the educational institution.

No significant differences were observed between male (4,) and female teachers on the self-assessment scale. This shows that the first scale is leading in both sexes. The absence of gender differences in self-evaluation can be explained by the following interpretation: male and female pedagogues can perceive themselves positively. They think creatively, are able to create an atmosphere of lively communication in the class, work in harmony with students and provide them with psychological support. They accept students as individuals and value them. This leads to the emotional development of students and the realization of their visions. They are distinguished by their enthusiasm, bright behavior, creative approach and adherence to democratic



principles. The absence of gender differences in the self-awareness of modern pedagogues working in the higher education system indicates that they are working on themselves to adapt to the requirements of the pedagogical process.

There were no gender differences in the indicators of male and female pedagogues by the level of teaching methods. According to this scale, it is appropriate to explain this situation of modern pedagogues as follows: they have leadership qualities and are "strong pedagogues".

Students are not an equal partner for them, but an object of influence. They treat students sharply and demandingly. Decisions are made without taking into account the circumstances and the feedback of the students. The one-man rule (authoritarianism) in their teaching method hinders the establishment of a positive psychological atmosphere and trusting attitude in classes. As a result, students lose their activity and independence, they have low self-esteem, they are given to an aggressive mood in order to protect themselves psychologically. Perhaps, they are no longer satisfied with the role of "teacher-leader" and therefore it is necessary for them to improve themselves in the professional and personal sphere, to master the principles of mutual communication more deeply.

Master of his field, enterprising and leadership were evaluated as the important qualities of a real pedagogue personality.

It is natural that the image of a teacher has qualities typical of an ideal and real teacher. In this case, the qualities characteristic of the image of an ideal teacher determine the personal and professional development of a real teacher. In the eyes of the students, demanding, master of his field, humanitarian and justice were considered important personal qualities for an ideal pedagogue.

When professors and teachers evaluated leadership as a leading characteristic in their interactions with students of modern pedagogy, students expressed their lack of self-confidence, yielding, gullibility and complacency.

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