

ASPECTS OF DEVELOPING MANAGERIAL COMPETENCE IN WOMEN

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Abstract: The article considers in detail the relevance, importance and analysis of the current state of preparing female students for leadership positions in higher education institutions. As one of the main directions of social reforms in Uzbekistan, the creation of favorable conditions for women to live, study and work is an urgent issue. In Uzbekistan, the increasing participation of women in the process of consistent reforms, in the management of the state and society is a practical expression of the high attention paid to them and a strong legal framework created to fully support women. Over the past five years, the proportion of women in the socio-political life of the state and society has increased significantly. Women have become an integral part of the social protection system. It highlights how social assistance programs such as the Women's Notebook work to ensure that women do not need anything and function as active participants in society.

Keywords: state, society, governance, women, gender equality, harmoniously developed generation, leader, civilization, improvement, national mentality.

INTRODUCTION

The enhancement of women's status is part of the process of shaping the individual and has socio-pedagogical aspects. Therefore, the training of women as leaders must be carefully organized from a socio-pedagogical perspective. In the modern trends of pedagogy, the comprehensive development of women is set as a priority task. This approach has become an integral part of the strategy to fully utilize human capital. In developed countries, targeted programs have been created for this process. For example, in Russia, there is the "Woman - Leader" educational program, which provides participants with a unique opportunity to gain a new perspective on the potential of female leaders. The goal of this program is to create opportunities for the development of successful women, who are capable of uniting to address the country's priority socio-economic tasks.

LITERATURE REVIEW

The various aspects of developing leadership competencies in women have been studied by philosophers, sociologists, educators, and psychologists.

For example, the philosopher X.O. Shaykhova, in her research, focuses on the modern and national qualities of Uzbek women, as well as their role in social life, and their participation in managing state and societal affairs. She concludes that "In any field, women do not lack knowledge, activity, or talent.

The development of the activities of women in such fields as entrepreneurship, farming, managing small and joint enterprises, business, and law enforcement, as well as their influence in the civic society, is becoming increasingly common" [1,88].

A.A. Huseynova explores the participation of women in state governance and political party activities, addressing the role of non-governmental organizations and mass media in increasing women's social and political activity. According to her findings, "Men dominate at the top of state governance, and this leads to different, complex, and often contradictory approaches to the 'women's issue,' which is significant in achieving women's greater participation in governance" [2,27].

N.R. Nishonova's research indicates that when forming a personnel reserve for leadership positions in government, ensuring equal rights for women and men, in line with their qualifications and professional readiness, will lead to greater effectiveness in state service [3,21].

M.A. Karimova concludes that in building a legal democratic state and civil society, it is necessary to ensure the protection of women's social rights by enacting appropriate laws [4,28].

RESULTS AND DISCUSSIONS

Sociologist T.K. Narbayeva, in her studies, emphasizes the importance of the innovative model for increasing the effectiveness of Uzbekistan's system of social protection for women. She asserts that providing equal opportunities for women and men in education, career choices, and career advancement is a key element in ensuring gender equality. According to her findings, knowledge of rights, active participation in socio-economic life, and awareness of their rights are fundamental to improving the effectiveness of the social protection system for women [5,8].

Narbayeva's research also underscores the importance of ensuring the compatibility of education and training at all levels to integrate women as active members of society. She has developed several stages for this:

1. Parents should educate their children about national and universal human values and social-political principles in family upbringing;
2. In pre-school institutions, modern methods should be used to instill the sense that children will be future participants in the country's political life;
3. Secondary school education should address the need for social-political knowledge through specialized subjects;
4. At the higher education level and beyond, there should be incentives for scientific-theoretical and practical work on political and legal culture, with greater cooperation between educational institutions and government organizations;
5. In shaping the spiritual worldview of young girls, it is necessary not to limit their involvement to cultural objects like cinema, theater, and museums, but also ensure their active participation in social-political events and debates;
6. Increasing the participation of women in ongoing reforms and fostering a sense of involvement in the events taking place in society are fundamental to the efforts in this area.

S. Safoyev criticizes the approach of creating a list of prospective female leaders in the reserve pool, stating that this is an effective mechanism for preparing women for leadership. In 2016, the reserve pool included 3,000 women, and by 2021, their number had risen to over 15,000. Currently, the Women's Committee has created a reserve of 25,000 women.

M.P. Ergasheva concludes that improving governance based on increasing women's participation in leadership requires aligning the image of the "modern woman."

M.K. G'afarova's research shows that until the 19th century, gender differentiation in society, as interpreted by Plato, Aristotle, Kant, and Hegel, was based on the idea of male superiority. However, from the late 19th and early 20th centuries, global trends began to change, and the social and political role of women was increasingly recognized. This led to the creation of scientific-theoretical approaches to support the active participation of women in governance on an equal footing with men.

The concept of gender has increasingly become a pedagogical issue in recent years. Some Uzbek pedagogical scholars have also undertaken research in this area. For instance, O. Jamoldinova's work on the introduction of gender-based principles into higher education systems has laid the foundation for research on gender equality in education.

U.S. Temirova's research highlights the importance of considering national and cultural peculiarities when managing military women, including using systems such as "commander-subordinate" and "military personnel-military team."

From these studies, the following socio-pedagogical aspects of enhancing women's status can be outlined:

1. In recent years, various initiatives have been undertaken to ensure gender equality and increase the role of women in social and political life. This includes presidential decrees aimed at ensuring women's rights, combating violence, promoting women's entrepreneurship, and strengthening their status.
2. The promotion of youth policies and support for the creative potential of young people should be widely advocated in educational institutions.

CONCLUSION

In conclusion, the attractiveness of state governance has been increasing, as evidenced by the growing activity in public service, particularly in social, economic, and cultural sectors. The number of female leaders in state service is rising, and there has been a notable increase in the proportion of women in the legislative branch of government, as seen in the recent elections.

Based on the above-mentioned scientific and theoretical research, it can be concluded that shaping the role of women in leadership has significant pedagogical importance.

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