



TECHNOLOGIES FOR DEVELOPING LEADERSHIP SKILLS AMONG STUDENTS BASED ON THE GENDER APPROACH

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ABSTRACT

This article explores the essence of the concept of gender, provides definitions of gender and sex, reviews global and Uzbek scholars' research on gender, and analyzes the concept of leadership. It presents practical technologies for developing leadership qualities in students through a gender-based approach, focusing on project activities, teamwork, self-analysis, emotional intelligence, self-confidence, decision-making, and communication skills.

Keywords: Gender, sex, gender equality, genderology, leader, linguistics, research, student life, technology, skill.

Introduction

In today's world, ensuring gender equality in social, governmental, educational, and familial structures is gaining increasing importance. Thus, gender must be studied as a critical concept for development.

The term 'gender' entered scientific research in the 1970s, particularly among feminist scholars who began to introduce new ideas and perspectives. Its interdisciplinary nature necessitates the study of gender from various scientific perspectives, including linguistics. Notable scholars such as V. von Humboldt, A.A. Potebnya, D. Lakoff, T.A. van Dijk, L. Push, E.S. Kubryakova, V.A. Maslova, Yu.S. Stepanov, A. Wierzbicka, A.V. Kirilina, I. Zikova, and D.V. Semenova have examined gender in the context of cognitive linguistics, linguistic culture, and gender linguistics.

Uzbek scholars like Sh. Rakhmatullaev, A.E. Mamatov, B. Yuldoshev, P.U. Bakirov, M.K. Kholiqova, A.R. Ismailov, G.S. Khakimova, K.D. To'xtayeva, B.M. Jorayev, N.Z. Nasrullayeva, N.D. Sagindikova, I.M. To'xtasinov, G. Ergasheva, U.S. Yigitaliyeva, Sh.K. Gulyamova, K.R. Aliyeva and others have conducted research on gender from different perspectives.



Research in Uzbek linguistics has included comparative studies of phraseology, exploring their lexical, semantic, cognitive, pragmatic, and stylistic features. Scholars like K.R. Aliyeva studied the constitutional-legal foundations of gender equality in Uzbekistan, G. Ergasheva focused on the linguistic and extralinguistic aspects of gender terminology in different languages, and I.M. To'xtasinov analyzed gender features in slang in Uzbek and English literary texts.

Clearly, gender is a vast, multifaceted concept with a broad field of study.

Conceptual Clarification: Gender and Sex

Generally, in language, the terms 'sex' and 'gender' have been used interchangeably. However, scholars argue they are distinct concepts. According to the Macmillan Advanced Dictionary:

Gender:

- A state of being male or female in a social or cultural context
- Refers to groups of all men or all women
- The grammatical gender of a word—masculine, feminine, or neutral. In English, gender is primarily evident in pronouns like 'he,' 'she,' 'his,' and 'her'.

Sex:

- The biological classification of humans as male or female
- The traits that differentiate men and women, as well as male and female animals

As shown, while dictionary definitions appear similar and could be interpreted as synonymous, in linguistics, 'gender' and 'sex' are considered separate terms. This distinction has led to the emergence of the field of Gender Studies, which deals with all issues related to gender.

The Importance of Gender-Based Leadership Development

In this rapidly developing era, one of the new demands placed on humanity is the development of leadership based on gender.

Leadership (from the English word 'leader' – someone who leads) is the process of social influence in achieving collective goals. Key leadership qualities include responsibility, decisiveness, reliability, decision-making ability, communication, motivation, empathy, strategic thinking, and innovation. A leader must inspire their team and guide them toward goals. Developing leadership skills during student life is essential as it prepares individuals for future professional roles, possibly in leadership positions.

Technologies for Developing Leadership Skills through a Gender-Based Approach

1. Project-Based Activities:



- Encourage students to engage in group projects requiring planning, task distribution, and collaboration.
- Include elements of independent decision-making and accountability.
- Evaluate project outcomes in terms of leadership qualities, identifying strengths and weaknesses.

2. Simulation Games and Case Studies:

- Implement simulations that mimic real-life leadership scenarios.
- Use case studies to analyze successful and failed leadership examples and discuss causes and outcomes.

3. Trainings and Seminars:

- Organize trainings to develop emotional intelligence, communication, negotiation, and persuasion skills.
- Conduct seminars to improve public speaking and presentation skills.

4. Mentorship:

- Involve experienced leaders as mentors to share knowledge and inspire students.
- Arrange meetings with successful entrepreneurs and influential leaders.

5. Self-Analysis and Reflection:

- Motivate students to regularly assess their leadership qualities and identify areas for growth.
- Encourage the use of 'leadership journals' to record observations, successes, and failures.

6. Developing Emotional Intelligence:

- Teach students to understand and manage their emotions and recognize the emotions of others.
- Develop empathy and compassion.

7. Feedback Culture:

- Create opportunities for students to receive regular feedback from peers, mentors, and instructors.
- Teach constructive criticism—how to give and receive it respectfully.



8. Social Engagement:

- Encourage students to participate in volunteer and community activities.
- Support the creation of clubs and associations where students can demonstrate leadership qualities.

Conclusion

Developing leadership skills among students through a gender-based approach is vital in modern education. Research indicates that leadership is closely linked to individual traits, social activity, and gender socialization. Therefore, applying gender equality principles in developing leadership competencies enhances educational effectiveness.

This article proposed pedagogical technologies that integrate gender-based leadership development with students' psychological traits. Practical activities such as self-awareness, self-expression, emotional intelligence, social engagement, teamwork, and communication have proven effective. This approach fosters a healthy social-psychological environment in higher education, unlocks students' leadership potential, and prepares them for society's needs.

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