

## Technologies of Realization of Gender Approach in Professional Preparation of a Teacher

<sup>1</sup>Igor A. Zagaynov, <sup>1</sup>Maria L. Blinova and <sup>2</sup>Ishgaly N. Ishmuhametov

<sup>1</sup>Mari State University, Yoshkar-Ola, Russia

<sup>2</sup>Transport and Telecommunication Institute, Riga, Latvia

---

**Abstract:** Traditionally the content of a teacher's and students' activity is still determined by the purposes of formation of strong scientific-objective knowledge among the students. The total of the received knowledge in the form of ready techniques and the fragmentary experience of its application are just the conditions of professional formation but don't allow a specialist perform professional-constructive activity in the pedagogical reality. To solve the problem of formation of gender competence a teacher should be involved in a special directional activity; there is a need in special methodological and didactic work. Gender knowledge in the professional preparation of a teacher may become an achievement of a student's mind only if he has an opportunity to find this knowledge in his own activity. All the abovementioned determine the claims that are declared for the selection of technologies of formation of gender competence of a modern teacher.

**Key words:** Professional competence, teacher, gender approach, technologies, fragmentary

---

### INTRODUCTION

The analysis of the current practice of the education of a teacher in higher institutions shows that traditionally the content of a teacher's and students' activity is still determined by the purposes of formation of strong scientific-objective knowledge among the students. As modern researchers note the total of received imposed and descriptive knowledge in the form of ready norms, examples, techniques, instructions and fragmentary experience of its application are just the conditions of professional formation but don't allow a specialist perform professional-constructive activity in the pedagogical reality. The formation of gender competence of a teacher should be started with his involvement in the special directional activity.

The experience shows that there is a need in the special methodological and didactic work of transformation of gender knowledge into the academic and professional knowledge. Gender knowledge should be put into practice of a professional behavior of the teacher and in techniques of self-work. All the above mentioned determine the claims that are declared for the selection of technologies of formation of gender competence of a modern teacher.

### MATERIALS AND METHODS

In the outlines of the gender approach the competency-based approach sets a number of

competences that are oriented on the sense aspect of the teacher's activity. The essence of gender competence includes not only the cognitive and operational-technological aspects but also motivational, ethic, social and behavioral ones. We refer the gender competence to the number of basis ones and characterize it as follows:

- By multitask capability (the solvation of problematic situations in everyday, professional and social spheres)
- Interdisciplinarity (it is formed while viewing variative and invariative academic disciplines of psychological and teacher-training units)
- Multidimensionality (it includes different personal qualities, intellectual abilities and communicative skills)

Thus, we can see that the gender competence acts as the synthesizing competence which is based on the number of key competences so the problem of creating the conditions for its formation cannot be solved only by the means of the traditional approach in the teacher-training education.

We determine the gender competence as the key competence of the teacher which is characterized by the total of the digested knowledge about the essence of the gender approach in education, abilities to perform the gender strategy in the organization of a pedagogical process and experience of used gender knowledge and skills.

Looking through the innovation technologies in the professional education (Levites, 2003) gives quite a wide definition. He determines the pedagogical technologies as a structured system of actions. We understand the pedagogical system as a system of functioning all the components of the pedagogical process built on the scientific basis and programmed in time and space and that brings to the scheduled results.

As any pedagogical technology the technology of formation of the gender competence should correspond the claims of scientific character, complexity, consistency, predictability, continuity, effectiveness, controllability, diagnostic character and reproducibility.

In the professional education the pedagogical technologies are oriented to the actualization of professional personal potential; professional development of personality; getting experience in the professional field; assurance of subject-subject interaction of all the participants of the education process.

The essential claim to the selection of the technological aspect of the process of formation the gender competence of the teacher is its context character. According, to the definition by Verbitskiy (2002) the context learning is the one in which "in the science language and with the help of all the system, the methods and the means of learning (traditional and innovative) we simulate gradually the subjective and social content of some real life situation or professional activity of students". In our case first of all we speak about the situation of gender interaction in the outlines of professional activity of the teacher.

The developing technologies of the professional education should orient on a personality's development; integrational unity of forms, methods and means of learning; interaction of students and teachers; individual style of the pedagogical activity.

The realization of these technologies in the professional-education process is provided by observing the following conditions: motivational assurance of the subjects of the pedagogical activity; presence of a precise purpose of education; presentation of the academic material in the form of a system of educational and practice problems, situations, etc., indication of ways of interaction of subjects of professional-education process; notion of the outlines of creative activity of the teacher; assurance of demonstrativeness of learning to the professional future (Blinova and Zagaynov, 2015).

A great significance in the developing technologies is paid to the interaction of teachers and students. The optimal conditions for the development of education-professional motivation, achievement of the aim of personality's development is provided by pedagogical facilitation. The phenomena of facilitation

arises if the teacher is authoritative, referential and recognized; masters techniques and ways of attraction, empathic hearing, congruous (satisfactory and sincere) self-expression of his attitude to the students; shows tolerance to the opposite views and independent behavior.

The pedagogical facilitation creates the best conditions to the realization of developing technologies of professional education. This interaction provides productive personal-oriented communication of all the subjects of education.

Let's have a look at the peculiarities of the technologies which were spread in the professional education.

All the pedagogical technologies that are used in the formation of the gender competence of the students of a teacher-training institution can be divided into three technological levels according the classification by (Selevko, 2005).

- Common didactic (general pedagogical) level which includes technologies of differential teaching, problem-searching, personal-oriented, block-modular and projective technologies of learning
- Especial objective level which first of all is represented by training technologies
- Local level which unites the technologies of seminars and lectures researching technologies, technologies of self-guided work organization, actable technologies etc

Moreover, three more basic forms of students' activity in the context learning can be outlined: academic activity (lectures, seminars); quasi professional activity that in the auditoriums simulates the concept of situations from pedagogical practice which are connected with the gender demonstration of a personality (for example, through the role plays); education-professional activity where the research and practical exercises close to the real life are done as well as projects that have gender direction; gender knowledge received earlier can become the orientational basis there.

As intermediate any forms can act if they provide every-level transformation of one basic form of activity of students into another one: problematic lectures, seminars-discussions, group practices, analysis of specific situations from life and pedagogical practice.

## RESULTS

The leading forms of academic activity still are lectures and seminars. As a result, there is a need to improve the current practice of their organization and

conducting through the optimal mixture of the technological techniques and means encouraging the formation of the gender competence of future teachers; some of those are: synthesis of different kinds of psychological and pedagogical information (scientific, real life, practical), different forms of its presentation (oral, symbolic, image); usage of active methods of learning; organization of students' self-guided work.

During the course "basis of gender-based pedagogics and psychology" we used with a success such forms of learning as problematic and binary lectures, lectures with the planned mistakes, lectures-visualization with the help of computer presentations, seminars-discussions, seminars-training.

Thus, there is a binary lecture with the presence of a psychologist on the topic "development of gender-based problematics in pedagogics and psychology". The adoption of this form of presentation the academic material is determined by the need of generalization and actualization of students' knowledge from different fields of pedagogics and psychology, creation of problematic situations on the example which students could discuss the integration of psychological and pedagogical knowledge in the sphere of gender-based problematics. The dialogue between the teachers of pedagogics and psychology activates the students' attention not only giving them the position of active listeners but also experts and analytics.

We developed and tested problematic lectures that were conducted in the form of problematic task which conditions had controversial information and needed to be solved. During the studying of the topic "sex differentiation and gender-based problems in the process of learning" at the beginning of a lecture a teacher announced three problematic questions that should be answered at the end of the lecture: "How should a teacher take into account gender features of children while organization of the process of learning?", "What kind of learning-single-sex or both-sex-is more successful during the children's socialization?", "How do gender-based affirmations of a teacher influence his interaction with boys and girls?" It is important to perform the principle of problematics while the selection and adaptation of the lecture materials, its content and presentation in the form of image thinking during the lecture. So, the knowledge about the essence of gender is digested, the positive gender-based affirmations of future teachers are formed and the gender-based stereotypes are overcome (Blinova and Zagaynov, 2015).

To the developmental technologies of the professional education we can refer cognitive instructing. The presentation of information is made in the form of

sign-symbolic, visual-graphic ways (texts, didactic cards, pictures, schemes, graphics, tables). This technology needs regulative texts.

The following requirements are imposed to the regulative texts: the material helps the formation of social, professional and methodological competences; the strict scientific veracity of the academic material of a regulative text; the ability to develop the awareness and the potential in education to improve the endurance of digestion of knowledge, skills and abilities; the usage of schemes, pictures, photos, tables; the correspondence to the age learning abilities of students; three levels of difficulty of the texts: for weak, average and quick-minded students; taking into the consideration inner and intersubject connections.

The example of the usage of the regulative texts is a manual "basis of the gender-based pedagogics and psychology" which is made by us with the help of all kinds the regulative texts.

While the organization of the seminars the most commonly used form was a seminar-discussion. In the glossary of Ozhegov and Shvedova (1995) the word "discussion" means "a dispute of controversial information, an argument leading and resolving by the means of verbal communication". A discussion (from Latin *discursus*-a consideration) is a targeted and well-organized change of ideas, opinions in the group.

A seminar-discussion is a group dispute of students of an academic problem which encourages a desire to find a new task-mark for the future self-guided work. The aims of conducting a discussion in the group of students are: to get the gender-based knowledge to diagnose gender-based ideas and opinions to change the gender-based affirmations etc. The discussion encourages great students' concernment into the dispute on the content of the problem. It is not only a means of activation but also a means of deep work with the essence of the subject outside the outlines of the learning of facts and creative implement of the received knowledge. Such form of work is effective on the level of revision of information, creative understanding of the material and formation of valuable orientations.

The aims of the discussion should be connected with the discussed topic. If the topic is wide the result of the discussion is to achieve such aims as collection and regulation of the information, searching for the alternatives their theoretical interpretation and methodological justification. If the topic of the discussion is narrow it can result in the making a decision. The selection of the topic usually depends on the teacher who evaluates the pedagogical situation of the work with the students. As a part of an experimental course we offered

the following topics for discussion: “positive and negative results of gender-based stereotypization in the teacher-training activity”, “what is the reason of female domination in the sphere of professional teacher-training activity?”, “confrontation of sexes: myth or reality?”, “Single-sex education: pros and cons”, etc.

During the discussion the teacher should direct the students’ speech and correct it keeping up the conversation.

The experience of the organization of the discussions indicates the following sequence of the development, improving the level of students’ initiative: a discussion with a teacher as a moderator; a discussion with students as a moderator; a discussion without a moderator. The discussion can be organized in the form of a collective dispute in the form of “a circle”: a discussion group is surrounded by the circle of observers; as a result the participants arrange inner and outer circles and each person act as an active participant and as an observer.

The discussion helps to form the experience of reflection. The listeners watching their interaction and giving their opinion about the group work analyse with a supervisor what happens in the room. The experience shows that it is not enough just to point out the contradiction to a student it is necessary for him to state it to himself. Such self-diagnosis is a condition to any activity aimed to changings.

One of the active forms of the group work based on the quasiprofessional students’ activity and aimed to the formation of the gender competence of future teachers is a seminar-training which helps to form a behavioral component of the gender competence by approbation and individual acceptance of effective methods and techniques of gender interaction based on the knowledge of psychology of gender-based features, rules of gender socialization, basis of psychology of gender relations, etc. As G. Bardier and A. Nickolskiy think a seminar-training is a “form which encourages the participants to work with their knowledge, behavioral skills and emotions in the imaginative, ideal and conditional problematic communicational space”. Such kind of study is a synthesis of two ways of giving and receiving new knowledge that lay in the mutually reinforcing areas of people’s communication: the area of emotional support and the area of information learning. In the modern professional education training is a system of influence, exercise aimed on formation, development and correction of metaprofessional characteristics of a specialist as well as gender competence. The feature of trainings is “shaping” of a personality suitable for the requirements of the professional activity. Trainings give the opportunity to organize the endless self-development and self-improvement of a personality.

Such understanding of notion “training” is connected with the widening of the area of aims that are realized while conducting the classes. A system of exercises used during the gender-based training can be aimed to solve the following problems.

Development of cognitive competences in the sphere of gender knowledge as well as methods of their management as one of components of gender self-realization.

Appealing to the interest and the motivation to gender self-perception which basis is interaction with other people and appealing to the reflection of self-gender “me” through this interaction.

Development of metaprofessional qualities: communicative skills, ability to analyse your own behavior and of other people from the point of view of a gender-based position to take into consideration gender-based reactions of people. While solving the above problems we found out the following main functions of gender-based trainings:

- Actualization of professional-psychological potential of a future teacher in the situations of gender-based interaction with students, colleagues, students’ parents
- Improvement of gender competence through the development of main competences and metaprofessional qualities of students of teacher-training profession
- Prevention measures of gender-based stereotypization and segregation as socially and professionally undesirable qualities of a teacher’s personality
- Correction of professional-psychological profile of a personality of a future teacher with the gender-based approach

While projecting the training of the gender competence the prior role is given to the perfection of a teacher’s personality his professional motives and values, professional self-consciousness, key competences and metaprofessional qualities with the gender-based approach.

The work in the training group gives the opportunity to get the feedback, deep awareness of self-gender role in the pedagogical activity, helps to overcome gender-based stereotypes to acquire methods of gender-based planning and forecasting the gender-based effect.

The basic mechanisms of realization of informational education are problematic situations connected with the gender-based interaction of the teacher-training process participants.

We developed a number of problematic situations connected with the topics “psychology of sex differences”, “sex identification and gender socialization of a personality”. For example, “the answer to your request at the beginning of the school year to vote for the active members of the class of the school boys of the 7th grade is “no”: “Let the girls do it...”. What is your reaction?”, “You are the supervising teacher of a graduation class. You find out that the girls are going to come to the graduate prom in suits with trousers. So, you...”, etc.

Each training participant simulating a real pedagogical situation uses the usual stereotypes of the gender behavior, performs characteristic gender affirmations and gets the opportunity to look at himself from the other’s point of view to understand the non-productive character of his behavior. In the psycho-correctional atmosphere of the training it is easier to get the skills of effective gender interaction studying adequate forms of emotional reactions and behavior.

One of the auxiliary ways of the group work during the seminar-training is acting out of role situations. This form of the group work is especially useful when some participants cannot be fully aware and express verbally their gender position. The role situation gives the group the auxiliary material necessary to understand the gender problem, encourages to watch the behavior of members of the group in a special situation of gender interaction. After the performing the situation it is important to discuss the seen before taking into account the inner and outer sides of the situation (Zagaynov, 2007).

## **DISCUSSION**

The important role in the formation of the gender competence of a teacher belongs to role, positional, imitative games, games-dramatization. They imitate the pedag abstracting, collecting the individual gender experience of a student and his development to the conceptual level of the professional thinking.

The psychological mechanisms of the play activity are based on the basic needs of a personality in self-expression, self-esteem, self-determination self-regulation and self-realization. In the literature one can meet different views and approaches of determining the essence of didactic games. Some scientists for example, L.S. Shubina, ogical reality in the model-like way is a way of L.I. Kryukova and others, refer them to the methods of learning. V.P. Bederkanova, N.N. Bogomolova characterize them as the means of learning. V.I. Andreev thinks differently referring them to “the forms of organization of learning, upbringing and development of

a personality which is conducted by the teacher on the basis of specially formed students’ activity that at once is motivated to success is conducted by the prepared plot, rules and is based on the self-organization of the students and simulates the experience of the people’s activity and communication” (Andreev, 2000). The play-exercises should include the working out of the difficult situation, the discussion of the satisfactory experience, projection of the own image with getting the feedback. As the plot for games-dramatization in the process of the seminars-trainings were as follows:

- “It is a break. In the corner of the corridor one of your students is standing and crying. The development of the plot is different: “a 1st year school girl a woman teacher”, “a 10th year school girl a woman teacher”, “a 1st year school boy a woman teacher”, “a 10th year school boy a woman teacher”, etc
- Your class is preparing a school ball. Lena wants to be a host of the evening. But she doesn’t come to the ball and doesn’t tell anybody about it. The next day you... (Lena is sensitive/quick tempered/indifferent, etc.)
- Subject-role play “job interview” where the participants are to act out the plot where some kind of gender discrimination in education takes place (while job interview, promotion, training)
- A role-play “speech and role”. The content of the role-play: correlation of the word and the behavior, speech and social roles. There are a lot of female roles (a little girl, a young woman, a tomboy, a lady, a woman, an old lady) and a lot of behavioral characteristics (shows off, laughs is kind, does hard work is rude is confident). There is also a number of male roles (a little boy, a young man, a lad, a man, an old man) and a number of men’s characteristics of behavior (is strong, handsome, active, kind, pleased to help, alcoholic, aggressive, silly). The fable of the role-play is that a participant gets a description of his social role (for example, “a man”), chooses a behavioral characteristic (for example “is alcoholic and uses bad language”) and acts out the role in front of the public who approves the chosen role or not. If the choice of the participants is not approved, they choose another role. A reflection suggested to all can include such question as “what role would you like to play in your real life?”

The criteria of the resultiveness of this form of study with future teachers on their preparation of conducting the gender-based approach is the ability to solve the pedagogical problems by their own without the

reproduction of someone other's experience in the context of mankind and social culture taking into consideration sex differences of boys and girls.

In the process of formation of gender competence of future teachers we successfully used the method of case-study, it is a method of active learning on the basis of examining of cases and situations the essence of which is that the academic material is given to the students in the form of problems (cases) and the knowledge is received in the result of active and creative research work. The basic characteristics of this method are the mixture of professional activity with the play one; the usage of gender problems in the real pedagogical practice that raises the motivation of the participants with the help of stimulating the professional interest; the ability of a great number of people to take part in the process of comparison of different opinions on making a decision about a problematic situation; the minimal level of students' dependence from one another. Cases are developed taking into account the principles of correspondence to the aims of professional education and the maximum approximation to the pedagogical real life.

In the process of learning the chains of cases are usually used that is the tasks which have relations between them. An algorithm of the realization of the case-study technology includes the following levels:

- All the participants get the written description of the case. Students get acquainted with the given situation during 5-10 min
- To solve the problem and to prepare the speech students form small groups. They have minutes for this task. In the process of the inner group discussion each one gives his own variant of solution. Then, the coordination of the opinions is made and the group opinion is given
- Each group chooses a representative who makes a speech expressing the group opinion on the gender situation. The other students can ask questions and make contradictions which the representative can agree with or argue
- The teacher manages the discussion, controls the time of the group work and the speech of the representatives, involve all the students into the discussion
- The variants of the decisions made in the groups are fixed on the desk for the future work and to draw the conclusions
- In the conclusion when all the representatives give their speeches the teacher organizes the discussion about the offered variants and generalize the received results

The formation of the valuable-notional component of the gender competence is impossible without the diagnostics of the given condition of the gender affirmations of the students. One of the effective psycho-technologies of formation of gender competence is developing psychodiagnostics. In the modern researches it is determined as an area of psychological science and practice aimed to diagnose psychological features and differences of people and social groups.

The developing function of psychodiagnostics is that interpreting the results of the diagnostics of the individual-psychological characteristics of a personality connected with a gender and telling it to the students we actualize his current knowledge of the gender and widen their gender competence. As individual indexes of diagnostics have a great subjective value for a future teacher the explanation of the essence of the diagnosing gender characteristics get a special individual value. The gender knowledge are not digested but adopted, the formation of gender autocompetence takes place which becomes the factor of self-realization of professional-psychological potential of a personality of a future potential.

In that context we created a bank of gender-oriented tests many of which were used to find out the gender characteristics and affirmations of the participants of the experiment. So, for example, to find out the gender ideals that is the number of affirmations of men (women) on what they should be one can use a test containing a number of qualities which are common for men and which are common for women. In future the work with the test may turn into the discussion of the questions: what qualities should have a woman-teacher and a man-teacher? A teacher should discuss all the variety of the results and accompany them with the psychological comments.

## **CONCLUSION**

In the process of teaching the course "basis of gender pedagogics and psychology" we conducted a great number of different gender-oriented tests that allow the students widen the knowledge about themselves and get a presentation of the usage of the given tests in their future professional activity for studying the gender peculiarities of the students. For example, these are tests "PARI" (parents children relations), a test "maleness-femaleness" (by S. Bram), a test "Maleness-femaleness" from the Freiburg personality questionnaire (FPI), a test "boys and girls", a test by Leary and many others.

Moreover, during the author course we used the methods of learning the products of students'

activity particularly technology of the work with a picture, the work of creating audio-visual artistic row. For example, during our classes we used the demonstration of the reproductions of native artists chosen by the students (K.A. Somov "a lady in the blue dress", I.P. Argunov A portrait of an unknown countrywoman in a Russian dress", A.G. Venetsianov "a countrywoman with cornflower", V.L. Borovikovskiy "a portrait of Lopukhina", F.S. Rockotov "a portrait of A.P. Struyskaya") with the reading of the poem of N. Zabolotskiy "a portrait", "About the beauty of people's faces" on the music of G. Sviridov.

The using of picturesque portraits which represent men and women, boys and girls helps to discuss the problems of influence of gender stereotypes. Watching the portraits the students tried to depict their emotions, mood, character peculiarities of different sex people. Different, sometimes controversial students' opinions led to the discussion of the problem of typical diagnostics mistakes such as "the aureole effect", "the inertia of the presenting opinions", etc.

The works of art themselves cannot give all the necessary data for the analysis of the gender but activate the emotional potential of the students, their feelings, life experience and allow to go into the rational level of understanding the problem when the summed up conclusions are made which aim is to show the quality of the understanding the material, the analysis and the overcoming of the gender stereotypes.

As the practice showed the usage of the literary texts and the works of art in the course of gender pedagogics and psychology does not decrease the scientific level of the knowledge but encourages the students' development of the integrative systematic approach to the analysis of the gender in the pedagogical situations and making own decisions in the process of their pedagogical activity. The work with the pieces of art in the process of studying of psychology and pedagogics from the point of view of the gender approach is the effective means of development the gender competence of the students and their professional thinking.

During the course "basis of gender pedagogics and psychology" the students made the assignment on making a film plot "I was a boy/a girl" ("gender autobiography"). It is usually a composition with childish photos and picture. This task is necessary for students to help them to fulfill the academic material with more personal sense that helps to revise and enrich the receiving knowledge. Moreover, it becomes the source of reflection of own gender emotions.

Fulfilling different creative tasks the students can make a paroemia (for example, a paroemia about a boy who

didn't want to grow up or a paroemia about a girl who wanted to be born as a boy), an essay or an advertisement having or not the gender stereotypes.

Among the technologies of academic-professional activity aimed to form the gender competence of a teacher a special attention was paid to the technologies of organization of self-guided work and the technologies of the introduction of gender component into the pedagogical practice of the students of a teacher-training institute.

The self-guided work of the students is a sphere of creative activity of a personality, a means of formation of readiness to the experienced and innovative activity, a means of simulating the professional activity. The self-guided work includes the processing of the lecture material, work on scientific, educational and academic literature, solving the psychological and pedagogical problems, preparation for the seminars, making the essays, doing homework tests, writing compositions, making reports for presenting in front of the students' parents and students. All these requires the skills for searching information, working with the informational texts their analysis, spreading and representing to other people and skills for making decisions and evaluating, forecasting, planning and controlling the events and processes quickly and efficiently. The self-guided work encourages the development of ability to self-receiving, deepening and widening of knowledge in the work with the auxiliary literature, forming the researcher's abilities and interest to the learning activity, development of learning abilities.

For the self-guided work of the students we developed the system of the individual-differentiated tasks of the gender-based problematics taking into account students of different levels of preparation their gender peculiarities and professional specialization. Tasks offered by us were of different types: questions and problems needing the representing the material given at lectures or self-found in the literature; questions and problems needing the evaluation of special pedagogical situations from the gender approach point of view; condition of pedagogical tasks of gender direction; interpreting the researcher's texts about applying the gender approach in the process of education and upbringing.

With the aim to help the future teachers in self-understanding and making the individual programme of actions on self-perfection, professional growth we conduct the individual consultations. This form of the work gives the best effect with those students who took part in the group consultancies or training. In the process of individual consultancy conducted by the

leader of the group the students get information about the results of the psychological diagnostics on the personality techniques with the help of positive. A great attention was paid to the students who got into the risk group according to the diagnostics: pseudo maleness is which is characterized by the epilepsy-like or fluctuation: aggressiveness, rude emotions, selfishness, rudeness, fanaticism, disinhibition, irresponsibility, primitivism of values orientation, disinhibit sexuality, loss of father's radical; pseudo femaleness is characterized by the hysterical behaviour or fluctuation, demonstrative behaviour, demonstrative clothes, too much make up, loudness, affective behaviour, selfishness, irresponsibility, primitivism of values orientation, disinhibit sexuality, loss of mother's radical.

It is necessary to mention that every topic of every course of the psychological-pedagogical block has a great upbringing potential and allows to use the given information both for the organisation of self-upbringing of future teachers and for the preparation of forming the ability to self-development in the professional activity.

The effective method of the motivation for the students of the teacher-training institutes to master the gender-based paradigm is their involvement into the research projects (the technology of academic-research activity) connected to the different gender aspects in the education. In the modern professional education the method of projects is a technology of education when the students receive knowledge, skills and abilities and also competences, metaprofessional qualities in the process of construction, planning and conducting gradually complicated practical tasks-projects. In the foreign professional pedagogics projects were viewed from the position of aims of education connected with the practical task of accomplishment of academic task in the real life situation (U.H. Kilpatrick). The method of projects got the wide spread in the professional pedagogics of Germany (A. Shelten).

The main aim of the method of projects is to integrate the professional preparation of the students in different academic sciences for making strong intersubject relations and for more deep interaction of theory and practice in the pedagogical process.

The didactic value of the method of projects is in the usage of self-guided projective activity of the students as the main means of their professional development.

From the position of formation of gender competence of a teacher the method of projects helps to solve the following didactic problems (Blinova and Zagaynov, 2015):

- To actualize intersubject relations in the process of solving the gender problems connected with the pedagogical real life situation
- To realise the interrelation of theory and practice in the academic activity of the students
- To increase the level of mastering the gender knowledge and skills of gender interrelation
- To form the competence and the metaprofessional qualities of students connected with the gender competence

The characteristic features of the method of projects are intergratedness, problematics and practice-orientation. The first one means the optimal synthesis of current conception of mastering knowledge and theories of education. The second one characterizes the problematics of solving the problems. The third one means the integration of academic, scientific and practical activity of future specialists.

The main principle of the method of projects is to organize the students' activity which provides their maximum independence. Performing the method of projects the teacher acts as an assistant/consultant. And of course he manages the students' activity but does it unobtrusively.

The basis of the construction of this technology are complex projective tasks developed with taking into account intersubject relations and a integral character of the work. As a rule, performing such tasks finishes at the classes of industrial training by creating a projected object.

The project task is to make a project and create (or just to make a project) a subject of professional activity. The students perform the task individually using the literature, manuals, consulting the teachers. At the end of the process of the project work the check of the studied material is conducted. Later the results of the work are discussed, the difficulties are found out as well as professionally valuable characteristics of the participants.

Thus, for example to the first group of the research problems that may be called "society, sex, gender" we can refer the problems of interrelation of natural and social in the gender-based socialization, the analysis of the consequences of a gender asymmetry for the development of a personality of a child, construction of the technologies of the impact of the socium on a person with the aim to form a special model of gender identity.

Studying the essence of the current social transformations in the gender relations in the post industrial society has a great value for the following determination of the effective criteria of gender socialization by the students.



To the second group which we can call “gender and pedagogics” we refer the historic retrospective of the relation of pedagogics as a science and practice to the questions of sex role socialization of children, the analysis of the works about the sex upbringing of 60-80s of the 20th century, the research of the differences in the process of gender socialization of girls and boys, the role of school subjects, interaction with the teachers of both sexes in the achievement of gender equality.

For the effective implementation of the gender-based approach into the work with children it is necessary to research what factors of the pedagogical sphere (agents and technologies) influence and are in favour of process of formation of gender identity of the students of different age, what forms of school work are essential for the gender socialization and resocialization.

To the third group which is called “problems of implementation of gender approach into the work of schools and preparation of teaching personnel” we refer questions of methodology and methods, strategy and techniques of promoting gender research into the professional preparation of teachers of different ages, methodological aspects of implementation of gender innovations into the academic-upbringing process of the educational institutions.

The results of the academic-research activity of the students were presented in the form of reports, presentations, projects and they were discussed at the seminars as well as at students’ scientific conferences.

A special role in the formation of a gender competence of a future teacher belongs to the pedagogical practice. It is explained by the fact that practice represents the activity that maximally approaches to the real professional activity of a teacher and that allows to make its complete image in the agreement of gender components of pedagogical activity with its subject-content, didactic-methodological, managerial components.

Therefore, while the organisation of the pedagogical practice we developed the block of variative tasks of the gender-based direction for the students of the experimental group. So, the students were offered:

- To conduct the diagnostics and the analysis of gender identity and gender stereotypes of certain students and teachers with the help of questionnaires, processing and discussion the results (“Who am I?”, “I am a woman/a man”, “an ideal woman”, “differences if men and women”, “destiny of a woman”, “self-evaluation of a woman”, “an ideal man”, “destiny of a man”, “self-evaluation of a man”, a questionnaire of Sandra Bam, “sharing of the roles in the family”)

- To conduct an interview of a school psychologist and a school social supervisor on the topic of their knowledge and relation to the gender problems
- To make a gender analysis of a lesson on the basis of supervision
- To evaluate the style of interaction of a teacher with the students from the gender point of view
- To find the ways of correcting the gender interaction between the boys and the girls in the class, etc.

While conducting these tasks the students used the following techniques: a questionnaire, an inquiry form; a conversation, a dialogue, self-guided work with the literature; interactive games, training, discussion, debates, work in the small groups, compositions, essays and others using the personal experience of the students and their knowledge; using of visual aid: illustrations, stories, schemes, tables and so on, giving bright examples from the real life, humour.

Moreover, while conducting the pedagogical practice the students presented homerooms on the topics “the code of a young gentleman” (for 5-6 grades), “lessons of etiquette for girl by mary poppins” (5-6 grades), “school of Vasilisapremudraya” (7-8 grades), combined activities with the students’ parents “Grandmother’s gatherings”, out-of-class educational activities: a holiday “Knight’s tournament of politeness”, a competition “what can you do, boys!”, “what can you do, girls!” and others.

In the secondary and senior high school the diagnostics and the correction of gender understanding were done in different ways: work in small groups on the projects of gender-based direction “men and women: two different world”; group discussions and topic debates; role-plays of the situations of gender interaction; revealing of gender stereotypes through the analysis of the newspapers, TV shows, films, advertisements, video, jokes, etc., teaching the skills of gender inspection.

## CONCLUSION

So, the main requirements to the technological component of the process of formation of gender competence of a teacher is its correlation to the principles of active approach, diagnostics, dialogue-based approach, problematics and complexity.

## REFERENCES

- Blinova, M.L. and I.A. Zagaynov, 2015. Gender competence as the most important component of the teachers professionalism. *Mediterranean J. Soc. Sci.*, 6: 97-105.
- Levites, D.G., 2003. *Autodidactics: Theory And Practice of Construction Own Technologied of Learning*. Voronezh Publisher, Moscow, Russia, Pages: 65.

- Ozhegov, S.I. and Y.Y. Shvedova, 1995. Glossary of the Russian Language. AZ Publisher, Moscow, Russia, Pages: 928.
- Selevko, G.K., 2005. Pedagogical technologies on the basis of activation, intensification and effective management EAP. RDE Publisher, Moscow, Russia, Pages: 288.
- Verbitskiy, A., 2002. Psychological pedagogical basics of education of adults: Practice and models of context education. New Knowledge, 3: 5-9.
- Zagaynov, I.A., 2007. Formation of gender competence of a teacher on the process of professional preparation. Dissert. Degree Candidate Sci., Vol: 6.