

Gender Competence as the Most Important Component of the Teacher's Professionalism

Maria L. Blinova

Igor A. Zagaynov

Mari State University, Yoshkar-Ola, Russia, Interregional Open Social Institute, Yoshkar-Ola, Russia
Email: airam8@mail.ru

Doi:10.5901/mjss.2015.v6n3s7p97

Abstract

In the modern education the attention is paid to the teacher's development and self- development of the identity, the teacher, who can be flexibly guided in the difficult social circumstances, and is professional work in the conditions of the reformed educational organization. In this regard is defined the model of development of the teacher's professional competence. The teacher has to understand the social role and functions in modern society; to aspire to the high level in development of professionalism when mastering psychology and pedagogical knowledge; to own personal qualities: insistence, pedagogical advantage, competence, professional responsibility. When forming the teacher's professional pedagogical competence it is necessary to pay attention to gender aspect. The gender perspective is one of those subjects which are interesting to modern society. Gender distinctions should be considered in educational process both in relation to trainees, and in relation to teachers. Men and woman train differently and there are essential gender distinctions in their behavioral and communicative aspects, in the solutions of many pedagogical problems and in styles of the teachers' professional activity. Our article is devoted to the analysis of this problem, which is urged not only to designate this problem, but also to develop specific conditions on its decision.

Keywords: professionalism, competence, gender approach, teacher

1. Introduction

Gender approach should be considered as an individual approach to manifestation by the person of the sex, providing freedom in self-realization that promotes flexibility in use of individual strategy of behavior.

In the modern society there are imposed serious requirements to professional activity of the teacher. The solution of professional tasks requires possession of the knowledge connected with structure of the personality, communication, the informative sphere; by the methods, the principles of training promoting formation at the trained informative spheres for effective regulation of own cogitative activity at the solution of professional tasks.

In professional teacher's activity there are allocated the functions promoting to development of its professionalism: expert, educational, preventive, consulting, organizational, administrative; diagnostic, predictive, applied; analytical, communicative, social. The teacher seizes professionalism of the high level as a result of regular professional activity, realizing the functions and developing the professional competence (Blinova, 2010, 2013).

2. Methods, Ways

The teacher's professionalism develops gradually: at the future teachers it is at a formation stage, at the beginning teachers – at a stage of initial development, at the teachers, who have the length of work – at an improvement stage.

The teacher's professionalism is the qualitative characteristic, which reflects the professional competence in the high level and the personal readiness for the effective solution of pedagogical tasks (Slastenin, 2008).

L. K. Grebenkina (Grebenkina, 2006) opens the concept "professionalism" as a set of fundamental knowledge, abilities of the teacher and the generalized abilities, high level of culture and skill, professionally significant and personal qualities, creative approach to the organization of pedagogical activity, ability to self-development. It is the main component of personal structure of the teacher which includes emotional, intellectual, strong-willed spheres and accompanying all its directions in professional activity.

Defining the structure of the identity of the future professional teacher, we will pay attention to the following blocks: pedagogical abilities; professional competence; professional and personal qualities (social responsibility and civil activity,

humanistic orientation, high moral qualities, intelligence, patriotism, culture the general and pedagogical, sociability, working capacity and diligence, orientation to the pedagogical and social values); need for self-development (Grebekina, 2006).

It is necessary to pay attention to the concept "professional competence". We will consider value of this concept: the form of interrelation of professional and informative activity, a factor which reduces mental intensity and increases emotional stability, the mechanism of stage-by-stage change of educational activity of the expert, who is trained in professional activity (Adolph, 1998); integrated quality of the expert, who owns the level of different knowledge, skills in pedagogical activity (Krivtsov, 1996, Tsyrukun, 2006, Karpovich, 2006); which is expressed in ability to work objectively and independently in regularly changing conditions of professional activity, and also reflects readiness for creativity and self-development (Kozyreva, 2004, Muravyeva, 2008); ability of the teacher to achievement of the high pedagogical results due to professional and personal development and realization in educational practice of system of the correct social valuable installations (Borytko, 2007); unity of theoretical and practical readiness of the teacher for implementation of professional pedagogical activity (Slastenin, 2008).

We consider the teacher's professional competence as a multilevel integrated system of professional and personal qualities which characterizes extent of development and self-development of the teacher reflects synthesis of psychological and pedagogical knowledge, abilities, skills, professional abilities, a complex of valuable orientations, requirements of pedagogical self-improvement of teachers and motives (Blinova, 2015).

A.K. Markova (Markova, 1993) allocates the leading block of the teacher's professional pedagogical competence: identity of the teacher; properties (character and its lines, pedagogical abilities, conditions of the personality and psychological processes); integrated characteristics of the personality (individual style, pedagogical consciousness, creativity).

V. A. Slastenin (Slastenin, 2008) opens the structure of the teacher's professional competence through the pedagogical abilities: to build logically the pedagogical system; to allocate, establish and analyze interrelations between factors and components of education, to put them in action; to estimate objectively the results of pedagogical activity.

O. A. Kozyreva (Kozyreva, 2004) notes that professional pedagogical competence consists of the humane orientation of the teacher; the teacher's abilities to system modeling of pedagogical reality; orientations in subject activity at the teacher; possession of the new educational technologies and features of their realization during the work with children, who have difficulties in study

There is interdependence of indicators of the acquired professional pedagogical competence and the professional focused aspects in educational activity, which help with achievement of important qualities of the teacher's identity (Dorofeyev, 2005): formation of steady motivation for the educational increasing, disclosure of creative opportunities; assistance to patriotism education, understanding of belonging to the Homeland; assistance to formation of values of democracy and freedom, tolerance education; formation of ideas of an esthetics and ethics, education of a sense of responsibility, necessary ratio of personal, corporate, state interests and values, respect of authorship of intellectual property.

The components of professional competence of future teacher and young specialist: motivational, which is capable to reveal and create positive motives of future teachers to effective work; purposeful, which is capable to estimate the level of competence of the teacher depending on the result, which can be received thanks to the means answering the purpose, conditions and processing methods; personal, which is realized through professional style of the teacher's activity; productivity, sensibleness, selectivity, interest, creative character; professional pedagogical communication of the teacher; the analytical, reflexive and regulating activity of the teacher; substantial and operational, which is based on the basis of the subject activity, which is carrying out administrative function in system "the teacher – information – trained"; including abilities to realize broadcast of practical knowledge to make decisions, to carry out pedagogical feedback in work with trained, to realize examination of results of educational cognitive activity joint with trained, to introduce in the work modern information technologies of training, education and their software that demands mastering abilities of a message research activity (Adolph, 1998, Shkerina, 2004, Savolaynen, 2004, Shashkina, 2004, Litvintseva, 2004).

L. V. Shkerina, V. A. Adolph, G. S. Savolaynen, M. B. Shashkina, M. V. Litvintseva, M. L. Blinova, I.A. Zagaynov (Shkerina, 2004, Adolphus, 2004, Savolaynen, 2004, Shashkina, 2004, Litvintseva, 2004, Blinova, 2014, Zagaynov, 2014) allocate indicators by which it is possible to define readiness of the teacher for professional activity: understanding of the teacher's functions and his social role in society; existence of important public motives in choice of profession of the teacher and pedagogical ideal; depth of possession of definitions of a professional duty, professional honor, feeling of belonging to pedagogical activity and pride of the chosen profession; aspiration to the high level of mastering psychology and pedagogical knowledge, special knowledge, professional skills; existence of need for pedagogical society with trained, the level of culture of communication; extent of possession of the active forms and types of educational activity;

existence and dynamics of personal qualities: insistence, pedagogical advantage, competence, professional responsibility and another; extent of manifestation and level of practical possession of backbone function of pedagogical work; need for professional self-education, self-education and self-development.

In our opinion is interesting the conclusion, which is drawn by N. V. Kuzmina about compliance of structures of the teacher's professional activity to the structure of his personality. The structure of activity, in her opinion, consists of five various components, in the structure of the personality there are correspond them five professional abilities: communicative, design, gnostic, constructive, organizing.

As the basic elements of pedagogical competence, N. V. Kuzmina allocates the following: special competence in the area of the taught discipline; methodical competence in the area of ways of formation; pedagogical competence in the training area; psychological competence in the area of abilities, motives, and orientations of trainees (Kuzmina, 1967).

In scientific psychology and pedagogical literature where there are considered the problems of improvement of pedagogical activity through the identity of the teacher, there are some theoretical models on development of the teacher's professionalism.

V. I. Zagvyazinsky (Zagvyazinsky, 2001) offers the pedagogical model, where within studying of individual style of the pedagogical activity, he allocates the types of identity, which depend on the type of nervous system, temperament, extent of development and character of combinations of abilities, ratio in its activity logical and intuitive, the teacher's focus on trained. In the basis of the complex there are some mental qualities of the teacher in combination with the personal characteristic – an orientation. Therefore, there is an allocation of several types of creative teachers: intuitivist, encyclopedist, actor, rationalist, visionary.

S. A. Gilmanov (Gilmanov, 1995) offers in his model an orientation combination on nature of activity and nature of professional installations. It allows to allocate a number of professional types of teachers: performer lacking initiative; the faceless functionary serving seniority sentence at school; the defectively conscientious; the conscientious employee aspiring only to that he had everything as it should be, the professional technologist, the quite good subject teacher; creative identity – the teacher, who is completely realizing himself as the personality at school; the teacher master, the stranger at school, the personality large-scale, but realization of its potential at school is impossible; the creatively working – sense of creativity in the area of the training activity.

According to L.F. Kolesnikov (Kolesnikov, 1985), the teacher for the high level of professionalism has to unite love to the subject with love to the trained; to realize the pedagogical purpose; to have high pedagogical culture and broad education, a versatility of the knowledge, abilities and interests; to have pedagogical endurance, a step, strong character and the increased sincere keenness; to have love for the business and constantly to seek for self-improvement in the solution of professional knowledge.

I.M. Yusupov (Yusupov, 1989), during studying of professional consciousness of the teacher, marked out some professional qualities, which are important for "the ideal teacher": professional pedagogical knowledge and the general erudition (knowledge and use of subject material, comprehensive development, an outlook, knowledge, erudition), empathy, dominance (ability to direct, organizing abilities, efficiency), commitment and strong-willed qualities, skill to communicate, an expression, conviction in advantage of the work.

Analyzing the teacher's activity in the course of his professional formation, it is necessary to mark out the most important essential professional and personal features (Zagaynov, 2009): understanding of the pupil; possession of a pedagogical step, material in a subject; belief of people; ability to understand an inner world of other person, actively to influence the trained; possession of organizing abilities, creative skills; ability quickly to react and make the decision on psychology and pedagogical situations; possession of a subject; ability to interest the trained; ability to analyze and predict results of pedagogical activity.

3. Main Results

Now essential value in methodological justification of model of the professional modern teacher gets gender approach. In an education system it is necessary to understand one of components of the personal focused approach to training and education considering specific features as gender approach trained according to its sex and assuming definition of the contents, forms and methods of training, education, the organization of the comfortable educational environment aimed at the development of the personality according to the natural potential (Zagaynov, 2015, 2007).

In this regard the concept "gender competence" is actual. Gender competence acts as the synthesizing competence, which is based on the number of the main competences. Therefore, for its formation it is impossible to use only traditional pedagogical education.

We define gender competence as set of the acquired knowledge of essence of a gender, technique and didactics

of teaching taking into account gender aspect, ability to carry out gender strategy in the organization of pedagogical process, and also skills of real behavior in the conditions of gender interaction.

According to A.V. Mudrik (Mudrik, 2006), the gender researches represent a great interest for pedagogy as they are directly connected with a problem of the gender-role socialization of the person, which is defining for his personal development".

The researcher T.A. Fuguyelova (Fuguyelova, 2003) in her works points to the qualities, which the teacher has to possess. They represent a set of the interconnected positive manifestations of masculine (persistence, vigor, aspiration to achievement, organizing abilities, ability to lead) and femininity (sympathy, warm-heartedness, emotionality, the developed speech). But along with the gender-role qualities a number of all-didactic requirements are imposed to the teacher: professional knowledge and abilities, erudition, conviction, sociability.

The masculine type is characterized by recognition and an assessment in itself the male qualities. Activity is based on the internal, personal and professional values. The teacher is focused purposefully on the possibilities of his own development, shows need for self-realization through satisfaction of the informative sphere.

The teacher of masculine type seeks to be a leader in all spheres, which he will organize, including in education and bringing up. For such teachers is characteristic the set of social roles (deputy heads on educational work, on study, on methodical work, directors). Express a high sense of responsibility; safely undertake new business, show a big share of an independence and self-sufficiency.

Teachers of this type don't like restrictions in a freedom of action, therefore, there are conflicts to surrounding people, particular with colleagues, administration, activity suppression. This type is characterized by the analytical mind, huge working capacity, a powerful composure.

It is necessary to cancel difficulties in the empathy, communicative manifestations of the teachers of the masculine type. The purpose of pedagogical activity for such teachers is in giving knowledge to the trained in the conditions of implicit teacher's submission; the teacher has a part of the leader, expert.

The feminine type should be characterized through the recognition and an assessment in itself female qualities. Activity is based on values of the moral and spiritual contents. Thus it should be noted that this type is inherent not only to female teachers, but also to 15% in male teachers.

For teachers of this type is characteristic the skill to communicate, the high level of empathy, the sympathy, the compassion; a close attention to feelings of other person. Teachers possess a pronounced expression; they have a developed and rich speech, they are able to speak beautifully, they are emotional, artistic, and with good manners.

The tendency to cooperation is combined with the "fear" of responsibility, to assume functions of the organizer, the head of any business. For teachers of this type is characteristic the small share of independence, they are focused on opinion of more authoritative people, in this regard there is a small set of public roles (the teacher, the class teacher). They consider function of the teacher in aspiration to act as the adviser, in readiness to come to the rescue.

The third type – androgenic: recognition and an assessment in itself the positive of female and male qualities. The activity is motivated by the values of the moral and spiritual contents, without excluding values of a professional duty. The teacher seeks to be the organizer of process of education and training, but thus, in our opinion it is important that it doesn't suppress an initiative of other subjects of teaching and educational process. Teachers show flexibility and plasticity in behavior. These are thin natures, own different repertoire of social roles: skillful heads, organizers of creative affairs, teachers, and tutors. Comprise possibilities of creative transformation of pedagogical reality. There is allocated for the teacher a role of "the spiritual mentor", who possesses an empathic and is capable to give help (Fuguyelova, 2003).

Use of the given model in the course of formation of professional competence of the future teacher, in our opinion, is represented very significant and perspective.

We reflect complete pedagogical process for achievement of the set purpose in our model of formation of the teacher's gender competence. Each component of the model solves a specific objective, and their set achieves the objectives – there is formed the new quality of the personality: the ability of the teacher to application of the gender approach in professional activity. The level approach makes a basis of research of any development as transition from one level to another, more difficult and qualitatively excellent. The level should be determined as a step, which is reached in development of something, a qualitative state, extent of its development.

The analysis of scientific and pedagogical literature and our research data testify that the knowledge, which is necessary for future teacher for regular use of gender approach in professional activity, is possible to unite in three groups: methodological, theoretical and technological knowledge. *Methodological knowledge*: knowledge of the philosophical understanding "sex" and "gender", "gender approach in education"; knowledge of general scientific concepts (structure, system, model, function, development, formation); knowledge of the theory of management with use of gender approach; knowledge of methodological bases of application of gender approach in professional activity;

knowledge of methodology of training with application of gender approach.

The theoretical knowledge: knowledge of the new directions of application of the gender approach in educational process; knowledge of application of the gender approach at diagnostics and control; knowledge of scientific and methodical literature, the didactic and methodical materials, relating to training and education with use of the gender approach; knowledge of psychology and pedagogical aspects of use of the gender approach in training and education according to the age and specific features, which are trained; knowledge of shortcomings of use of the gender approach of training and education.

The technological knowledge: knowledge of implementation of training and education with use of the gender approach; knowledge of technology of the solution of specific pedagogical objectives in conditions of use of the gender approach in education; knowledge of the organization of educational process with use of the gender approach; knowledge of methods and forms of the organization of educational and informative and research activity of the trained.

For an identification of the level of readiness trained to application of the gender approach in professional activity it is necessary to define an understanding degree trained in essence, the tasks and functions of the gender approach, application of its opportunities in training and education.

4. Discussion

We conducted the research, where we defined the main psychological and pedagogical conditions, which provide productive formation of gender competence of future experts.

At a stage of the stating experiment we confirmed the assumption that within traditional system of vocational training of teachers there is an insufficiently effectively formation of the certain knowledge, skills of realization of the gender approach in professional pedagogical activity. These diagnostics at an initial stage allowed claiming that the majority of trained (58%) has no clear idea of essence of the gender approach and conditions of its application in pedagogical professional activity.

At the design stage we experimentally developed the model of formation of the teacher's gender competence in the course of his vocational training; there are revealed the main directions of modernization of the maintenance of both an invariant, and variable component of the block of psychological and pedagogical disciplines, there is defined the procedural technological component of realization of the gender approach in practice of the teacher's training.

In experimental group at a stage of realization of experiment for the trained there is carried out the author's special course of "Fundamentals of gender pedagogy and psychology". It includes such sections as theoretical fundamentals of the gender pedagogy and psychology, development of a gender perspective in pedagogy and psychology, sexual identification and gender socialization of the personality, psychology of sexual distinctions, sexual differentiation and the gender problems in the course of training, gender approach as an education humanization factor, gender competence of the modern teacher. This course is calculated on 52 hours.

Within the framework of this special course, the teachers formed the ideas about the gender socialization of children of a different sex, the gender roles and stereotypes, the psychological features of boys and girls, about the possibility of use of the gender approach in the course of studying of psychological and pedagogical disciplines, the student teaching, about a place of gender approach in a modern humanization of education. The trained seize the diagnostic techniques of a gender orientation; learn to build relationships with pupils taking into account features of gender socialization and identification.

Studying of a course promotes formation at trained of the pedagogical higher education institution of gender culture, which is a part of the general culture of the personality and psychology and pedagogical culture of the teacher, acts as a complex of knowledge and installations concerning need of implementation of an individual approach to the personality, considering its sex and the right for identity, possibilities of granting trained a freedom of choice and self-realization, allows to be rather flexible and to use various strategy in behavior, gives a chance of a free choice of ways and forms of creative self-realization at the level of the unique identity and as a result it is defined by ability to apply this knowledge in design and the organization of educational and teaching activity of the trained.

The purpose of the gender training of the teacher is the formation of the gender competence of the teacher, as the making all-pedagogical competence of the teacher.

The tasks of a special course are: formation at trained in positive motivation to professional activity; formation at trained in theoretical knowledge of opportunities of application of the gender approach in professional pedagogical activity; the development at the future teacher of ability to consider all psychology and pedagogical aspects of use of the gender approach in education; the formation of abilities independently to choose means and methods of use of the gender approach in teaching and educational process; acquaintance trained with necessary psychological, pedagogical

and methodical literature, which opens possibilities of the gender approach in education.

The maintenance of a special course is focused on providing students with the knowledge of the gender approach in the full extension, which is necessary for the future teachers for successful use in the future professional and creative activity.

In the lecture materials of a special course reveals the content of activity of the teacher on use of the gender approach in educational process.

The practical training provides assimilation by the trained the necessary knowledge, skills for effective use of the gender approach in education.

The important components of the training system of the future teachers for use of the gender approach in professional activity are the forms of the organization of classroom and out-of-class work trained. These include: lecture, practical training, laboratory works, and independent works concern to them trained, consultations, conferences, academic year and degree projects, practice, and training.

Lectures, being the main form of occupations in higher education institution with traditional system of training, carry out the following didactic functions: statement and the analysis of problems of training in pedagogical disciplines taking into account gender approach; the message and assimilation of new knowledge of development of gender approach, about opportunities of its application in education; motivation trained to use of the gender approach, both in the educational activity, and during student teaching.

The purpose of the laboratory researches is the practical development by the trained abilities and skills of use of gender approach in pedagogical activity; transformation of the knowledge gained during theoretical occupations into means for the solution of educational and research, and then real experimental and practical tasks. The interrelation of the theory and practice, which are carrying out on these occupations activates cognitive activity of the trained. Work on development of a gender paradigm during laboratory works demands from trained a creative initiative, independence in the made decisions, profound knowledge and understanding of a training material. Orientation of practical preparation trained for creative use of gender approach in professional activity is closely connected with modeling of the real pedagogical activity of the future experts. Course and diploma projects provide systematization, fixing, expansion of theoretical knowledge and practical abilities of use of the gender approach in the educational organization; the development of skills of an independent work and mastering a technique of the research and experiment connected with a work subject.

During the consultations the trained receives the answer of the teacher to specific questions or explanations by theoretical provisions or aspect of practical use of the gender approach in education.

The most active and necessary type of familiarizing with professional activity trained, so and formations of their readiness for use of the gender approach in education is a student teaching.

Inclusion of the gender aspect in the student and psychological teaching plays an important role in training by trained and acts as an interactive method. Trained, thus, are stimulated to judgment of own individual gender representations. Practice of this sort promotes introduction of gender approach in the system of secondary education. It will allow correcting further influence of gender stereotypes in favor of development and realization of individual tendencies of the identity of pupils.

Effective reception of motivation by trained and by listeners to mastering a gender paradigm is their inclusiveness in research projects, connected with various gender aspects in education. We will give an example, in the first group of research problems, which is conditionally possible to call "Society, sex, a gender", enter social problems in gender socialization, the analysis of consequences of gender asymmetry for development of the personality, designing of technologies of impact of society on the personality for the purpose of formation of a certain model of the gender identity.

For the subsequent definition of criteria of efficiency of gender socialization much attention is paid to studying by the future teachers of essence of the social transformations happening in post-industrial societies in the relations of sex, acquaintance to consequences of transformations of gender identity of sex in the Scandinavian countries.

To the second group of problems, which we will designate as "A gender and pedagogy", it is possible to carry: a historical retrospective of the relation of pedagogy and psychology as sciences, practicing to questions of the gender-role socialization of children, the analysis of the 60th – 80th years of the XX century works on the sexual education, research of distinctions in the course of gender socialization of girls and boys, roles of school subjects, interactions with teachers with girls and boys in achievement of the gender equality.

For the effective introduction of gender approach in work with children it is necessary to reveal the factors of the pedagogical environment, which influence and are most preferable in the course of formation of the gender identity of pupils of different age, what forms of school work are significant for gender socialization and resocialization.

In the third group – "Problems of introduction of the gender approach in work of school and preparation of the

pedagogical personnel" – is necessary to carry questions of methodology and technique, strategy and tactics of advance of gender researches in vocational training of teachers of various age, methodical aspects of introduction of a gender innovation in educational and teaching process of educational institutions.

It is necessary to notice that except the research projects, the trained can use the knowledge in gender aspect during passing of the student's teaching practice. In this regard, they can carry out diagnostics of gender representations of the school's pedagogical staff; to carry out interviewing of the school's psychologist and social teacher regarding their awareness and the relations to the gender problems; to carry out gender expertise of the school's textbooks in the subject, style of communication of teachers and forms of teaching various disciplines, to prepare the report and performance on a pedagogical consultation on one of subjects, within a gender perspective, to participate in educational work with parents of pupils and other. They can use the following techniques: survey, questioning; conversation, dialogue; reports, performances at PTC, pedagogical consultations; open questions; independent work with literature; using the ambiguous information, its giving without imposing of any point of view, with granting opportunity to have your own opinion; the interactive: games, trainings, discussions, debate, discussions, work in small groups, compositions, the essay and another, the appeal to personal experience of pupils and the knowledge, which is available for them; use of evident materials: illustrations, stories, schemes, tables and so on, use of striking examples from life, humour.

By the job assessment of everyone, who is trained according to the gender approach, it is necessary to consider the level of theoretical preparation, ability well to state and discuss gender problems with pupils and teachers, ability to use interactive methods at work, sensitivity to gender problems, existence of skills of collecting empirical material and extent of possession of the qualitative analysis of data.

There should be given to the trained an opportunity to choose the direction and forms of work according to personal preferences, individual style and level of preparation.

For the performance at the PTC or a pedagogical consultation the trained can choose the various subjects for performances: Gender socialization: value and role of parents / teacher, Why is it necessary to have gender equality? Who forms and supports gender stereotypes and prejudices? Nature of interaction of the teacher (parents) with boys and girls, Gender approach in education and others.

The diagnostics of the gender representations of pupils is carried out within psychology and pedagogical diagnostics, in the course of supervision of educational, game and communicative activity of children, and also during individual conversation.

The correction of the system of the pupils' views in a key of the gender approach can be carried out in various forms. All depends on the level of the knowledge, skills, individual style of communication and personal preferences, which are trained. It is necessary to offer such options of work as research of gender identity and gender stereotypes of the personality: filling of questionnaires, processing and discussion of results ("Who I am", "I am a woman/man", "The ideal woman", "The woman's self-assessment", "The woman unlike the man", "The ideal man", "Mission of the woman", "The man unlike the woman", "Mission of the man", "The man's self-assessment", "Cast in a family"; work in small groups; group discussions, thematic debate; analysis of jokes; role playing of situations of discrimination; identification of gender stereotypes and prejudices: the analysis of the press, telecasts, movies, commercials and video-clips – training in skills of gender examination (Zagaynov, 2007).

In the course of studying of this special course pedagogical technologies we consider the most perspective game technologies, technologies of the differentiated training taking into account the gender features, which are trained, technologies of problem education, discussion, trainings.

At the stage of generalization of results of experimental activity there were summed up the experiment results through monitoring, which are directed on identification of pedagogical conditions, which define the organization of process of formation of gender competence of the teacher in the conditions of higher education institution. The analysis of results of experiment showed: the quantity trained experimental group, which have the high level of gender competence, grew from 14% to 34%; the quantity of trained with the average level increased from 27% to 50%. Therefore, we draw a conclusion about positive changes in formation of gender competence of the teacher.

The main function of the teacher should be considered the assistance to the child's self-developing; therefore, the leading characteristic of the teacher should be considered ability to make active the pupil, to lead him, to be a model for imitation.

The conducted survey among the seniors in one of the schools of the Yoshkar-Ola city (65 seniors) showed the following results.

In the female teachers a higher value have: knowledge of a subject, ability to understand other person, goodwill, cheerfulness, severity, ability to look good, ability to explain material, ability to communicate.

Young men allocate: sociability, sense of humour, ability to look good, goodwill, persistence, ability to explain,

ability to understand other person, versatile knowledge.

In the male teacher the girls like most of all: ability to explain material, sense of humour, ability to understand other person, sociability, severity, cheerfulness. Young men allocate: sense of humour, good character, sociability, versatile knowledge, will power, restraint, severity, ability to look good.

If we compare these qualities with what, according to teachers, are important in professional activity, it will appear that the male teachers of androgenic type (knowledge of a subject, goodwill, love of children, communicativeness, virtuosity, sense of humour), and also the female teachers of androgenic type (love of children, goodwill, intellectuality, knowledge of a subject, virtuosity, sense of humour) are the closest to "requirements" of pupils.

For the analysis of the teaching style we allocated his sex, and also obviously marked out gender distinctions in a technique of teaching a subject: the masculine way of teaching (which is mainly used by men) or a feminine way of teaching (inherent in female style of teaching). Considering characteristic features of feminine (female) and masculine (man's) ways of teaching a subject, it is necessary to mark out also neutral style of teaching for which the combination in use of 2 styles in teaching is characteristic. We will address to the description of male, female and neutral styles of teaching on the example of characteristics of teaching a subject of a humanitarian cycle. The analysis of research literature allows allocating characteristic signs of various styles in teaching.

For the male style of teaching is characteristic the conducting occupations in the form of lectures and seminars, in the form of colloquiums, conferences, "round tables", creative reports, discussions. There are offered different kinds of activity as making an abstract with use of basic schemes and signals, messages, preparation and protection of the report with parts of research, writing of the creative work including the solution of this or that problem search of "secret". For male style of teaching is characteristic the use of methodical receptions on the basis of a freedom of choice, openness, feedback (for example, appeal of the purpose, "surprise", the delayed answer, fantastic elements, search of a mistake, questions to the text, crossing of subjects, brainstorming).

The female style of teaching should be characterized as follows: carrying out occupations in the form of lecture dialogue, debate, a seminar improvisation, discussions, a lesson self-presentation, "a round table", a lesson performance, a lesson concert, a talk-show, a lesson dramatization, training, conversation. The preference is given to such kinds of activity as the message, audition, making abstract, reading reports, writing of the composition or creative work with commenting of the text and its analysis, a performance, expressive reading, writing of sketches, reviewing, sketches. There are used such methodical receptions as appeal of the purpose, the delayed answer, introduction to a role, a special task, staging, search of a mistake, mutually survey. At neutral style of teaching there are combined various forms of occupations, organizational kinds of activity, there are used the methodical receptions peculiar to both male and female style of teaching.

5. Conclusions

The gender approach in an education system has to be considered as one of the perspective directions of teaching improvement and educational process of vocational training of teachers. Trained and teachers have to realize it as a necessary component of psychology and pedagogical training of future teacher.

It is necessary to speak about its systematic use in practice of psychology and pedagogical preparation of the trained. The knowledge of features of the differentiated pedagogical influence on trained according to their sex has to be a basis of system of vocational training of the teacher.

The use of different diagnostics of development of gender competence of the trained. In educational process of all specialties in the highest system to enter special courses on gender training of teachers into a cycle of psychology and pedagogical disciplines.

References

- Adolph, V.A. (1998). Professional competence of the modern teacher: Monograph – Krasnoyarsk
- Blinova, M. L. (2010). Pedagogical conditions of ensuring continuity in development of professional competence of the students and the beginning teachers: diss. – Joshkar-Ola
- Blinova, M. L., I.A. Zagaynov (2013). Continuity in the continuous pedagogical education. Psychological knowledge in the context of the present: theory and practice: the collection of articles on materials of the III All-Russian scientific and practical conference, under general edition of L.M. Popov, N. M. Shvetsov. – Joshkar-Ola: IOSI – LLC STRING, 43 – 47.
- Blinova, M. L. (2015). Rol of the teacher-mentor in professional formation of the young specialist. The collection of articles "Vestnik" of Interregional open social institute. No.1. 91 – 95.
- Blinova, M. L., I.A. Zagaynov (2014). Modern conditions in education: informatization of the training process. Psychological maintenance

- of education: theory and practice: the collection of articles on materials of the IV International scientific and practical conference on December 25-27, 2013: in 2 p. – Joshkar-Ola: IOSI – LLC STRING, – P.1. 263 – 269.
- Borytko, N. M. (2007). Professional and pedagogical competence of the teacher [Online] Available: <http://www.eidos.ru/journal/2007/0930-10.htm>. (September 30, 2007)
- Gilmanov, S. A., I.E. Vidt (1995). The models of the modern teacher and diagnostic tools for identification of its personal potential. – Tyumen.
- Grebenkina, L.K. (2006). Formation of professionalism of the teacher in system of continuous pedagogical education: monograph – Ryazan: Ryaz. state un. named after S. A. Yesenin
- Dorofeyev, A. (2005). Professional competence as an indicator of quality of education. The higher education in Russia. No.4. 30 – 33.
- Zagaynov, I.A. (2009). Gender competence of the modern teacher: problems and realities of formation. Gender researches in humanitarian science: materials of the VI interuniversity (with the international participation) scientific and practical Internet conference – Joshkar-Ola: Mari state university, 137 – 143.
- Zagaynov, I.A. (2012). Gender approach in formation of strategic thinking of the students - managers in the course of vocational training. World of science, culture, education. No.6. 326 – 328.
- Zagaynov, I.A. (2015). Gender approach as condition of efficiency of vocational training of future manager. The collection of articles of Interregional open social institute. No.1. 99 – 104.
- Zagaynov, I.A. (2007). Formation of gender competence of the teacher in the course of his vocational training: Joshkar-Ola
- Zagvyazinsky, V. I. (2001). Theory of training: modern interpretation. – Publishing center "Akademiya".
- Kozyreva, O. A. (2004). Conditions of development of professional competence of the teacher in the course of professional development: Diss.– Tomsk
- Kolesnikov, L.F. (1985). Reserves of efficiency of pedagogical work. - Novosibirsk
- Krivtsov, L.Yu. (1996). Pedagogical bases of formation of professional competence of cadets of military and engineering schools: Diss.
- Kuzmina, N. V. (1967). Sketches of psychology of work of the teacher and formation of his personality.
- Markova, A.K. (1993). Psychology of the teacher's work.
- Mudrik, A.V. (2006). Psychology and education. - MPSI
- Muravyeva, L.A. (2008). The essence of the concept "professional competence of the teacher-organizer of the children's movement". Pedagogical education and science. No. 6. 17 – 21.
- Slastenin, V.A. (2008). The teacher's professionalism as phenomenon of pedagogical culture. Pedagogical education and science. No.12. 4 – 16.
- Fuguyelova, T.A. (2003). The gender-role consciousness of the teacher as condition of success of its educational activity: Diss.
- Tsyrukun, I.I., Karpovich, E.I. (2006). Innovative education of the teacher: on the way to professional creativity – Minsk: BSPI
- Shkerina, L.V., Adolphus, V.A., Savolaynen, G.S., Shashkina, M.B., Litvintseva, M.V. (2004). Monitoring of quality of professional and pedagogical training of future teacher in pedagogical higher education institution: educational and methodical grant – Krasnoyarsk
- Yusupov, I.M. (1989). Professional consciousness of the teacher. No.12. 79 – 83.

