The Future Teachers Training for The Implementation of Gender-Oriented Learning

Inessa Kondaurova, Elena Pavlova, Nokhsorov Vasily, Maria Koryakina, Rustem Shchihiyakh, Rafina Zakieva, Polina D. Vasiljeva, Elvira F. Matveeva

1Saratov State National Research University
2Togliatti State University
3North-Eastern Federal University
4Arctic State Agrotechnological University
5Kuban State Agrarian University named after I.T. Trublin
6Kazan State Power Engineering University
7Kalmuk State University
8Astrakhan State University

Corresponding Author: Inessa Kondaurova
E-mail: kondaurova@yandex.ru


Received Date: January 2, 2020
Accepted Date: February 2, 2021
Online Date: March 5, 2021

Publisher: Kare Publishing
© 2021 Applied Linguistics Research Journal
E-ISSN: 2651-2629

This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International

ABSTRACT

Theoretical justification and practical development of the content of the training of future teachers to implement of the gender-oriented teaching of English are proposed in the article. Theoretical and methodological analysis of gender studies on the topic of the article in psychology, pedagogy, and methods of teaching English is presented. Normative documentation (professional standard of a teacher, draft Gender strategy of the Russian federation, materials and guidelines for gender training of teachers) has been studied. The existing pedagogical experience in organizing the training of teachers for gender-oriented education is generalized and systematized. The definition of the concept «the training of future teachers to implement of the gender-oriented teaching of English» is formulated. The structure of the methodological system «The training of future teachers to implement of the gender-oriented teaching of English» are clarified. The levels of readiness of future teachers to implement of the gender-oriented teaching of English are described. The results of testing of methodological support for the bachelor's elective «Methods of gender-oriented teaching of English» are presented. The collection and experimental study of data on the formation of readiness of future teachers-mathematicians to implement gender-oriented training at the ascertaining and control stages of the experiment through testing, conversations, observation and analysis of video recordings, photographic materials, and products of students’ educational activities was carried out. Experimental work at the formative stage of the experiment, including training sessions, to determine the developmental impact of the developed content of training future teachers to implement gender-oriented English training was carried out.

Keywords: Gender approach, English teachers, Gender-oriented Training teachers

Introduction

The professional standard “Teacher (pedagogical activity in preschool, primary general, basic general, secondary general education (educator, teacher))” (Order, 2013) requires the teacher to perform labor actions to organize educational activities, taking into account the gender, age and individual characteristics of children. This requirement is supported by a number of other regulatory documents: the draft Gender Strategy of the Russian Federation (Draft, 2020), which notes the need to introduce a gender component into the educational standards of pedagogical specialties and areas of training; recommendations of the Ministry of Education and Science of the Russian Federation, providing, in accordance with the instructions of the Commission on the Status of Women in the Russian Federation under the Government of the Russian Federation “On covering gender issues in the education system” (Materials, 2020), the introduction of special courses on the study of the basics in educational programs for advanced training and professional retraining of existing teachers gender knowledge.
At the same time, the gender approach is considered as one of the ways of forming a personality that meets international standards (Zakirova, 2014). Meanwhile, in practice, modern school education in general and English in particular is not very gender-oriented. In this regard, it seems relevant to prepare future teachers for the implementation of gender-oriented teaching in English even in the conditions of a university.

Science and practice have accumulated a certain amount of research on the issue under study. Neuropsychologists and psychophysicists identified the presence of gender differences in the organization of mental activity of children of different sexes (Eremerueva, 1998; Bazarny, 2009 and others), separated the concepts of “sex” and “gender” (Stoller, 1976, etc.), and classified gender types (Bern, 1974). Later, the methodological foundations of the gender approach served as the subject of study of teachers: Yu.V. Baurova (intensification of the educational process in primary school based on a gender approach (Baurova, 2010)), L.I. Stolyarchuk (gender approach in the context of lifelong education (Stolyarchuk, 2009)), J.I.B. Shytleva (historiography of gender-oriented education (Shytleva, 2019)) and others I.S. Kletserina summed up and formulated the prospects for the development of gender studies in Russian psychology since the 90s. The last century to the present time (Kletserina, 2017).

The peculiarities of the application of the gender approach in teaching mathematics were studied by mathematicians-methodologists: G.I. Gushchina (teaching mathematics in 5 6th grades of the female humanitarian gymnasium (Gushchina, 2019)); I.K. Kondaurova, T.V. Shapshalova (general issues of applying a gender approach in teaching mathematics at school (Kondaurova et al., 2017)); A.B. Kuskov (teaching mathematics for boys in conditions of separate-parallel learning (Kuskova, 2019)); S.S. Milto (teaching mathematics to girls in primary school under conditions of separate education (Milto, 2019)); I.V. Rodina (differentiation of teaching mathematics by gender (Rodina, 2019)); T.A. Srditkina (using a gender approach in teaching mathematics to primary school students (Srditkina, 2019)); S.V. Smirnova (methodological development of gender-oriented mathematics lessons (Smirnova, 2019)), etc. These works provide a rich methodological material on the organization of certain aspects of gender-oriented teaching of mathematics (mainly primary school students and 5-6 grades). At the same time, the analysis carried out allows us to state the insufficient development of the methodology for gender-oriented teaching in English as a branch of methodological science.

However, there is little experience in preparing current and future teachers for the application of a gender approach in teaching specific academic subjects with a sufficiently large number of implemented work programs devoted to general issues of education ("Fundamentals of gender pedagogy", "Gender problems: history, society, culture ", "Gender approach in education ", " Gender socialization and education: theory and practice ", etc.). There are experimentally confirmed results of the effectiveness of the inclusion of gender knowledge in the program of the discipline "Psychology" of the pedagogical bachelor’s degree, implemented by the Far Eastern Federal University (Skomorokhova, 2018). At the master’s and postgraduate level, future teachers studying at the North Caucasus Federal University are offered to study gender knowledge, integrated into the content of vocational training both within the invariant and variable parts of the block of psychological and pedagogical disciplines (Igropulo et al, 2014; Igropulo et al., 2015).

There are works devoted to the study of the fundamentals of the teacher’s gender competence, which is “based on key pedagogical competencies and is a set of acquired knowledge of the concept of gender”, teaching methods taking into account gender technologies, the ability to implement a gender strategy in the pedagogical process” (Zagainov, 2017; Kletserina, 2009). Structures (Radzivilova, 2009), models (Nabatova, 2016) and technologies (Tonkich, 2017) for the formation of gender competence are being developed.

ON. Skomorokhova reasonably proposes for research the concept of “gender competence”, which is related to gender competence in the terminological field, but less studied in science, which, in her opinion, represents "the internal potential holistic education of a teacher (graduate), characterized by knowledge of the essence of gender and the specifics of its construction in society, including in the education system, its own value attitude to the development of the student's personality from the perspective of a gender approach, as well as the ability to apply gender knowledge in pedagogical activity and pedagogical communication” (Skomorokhova, 2016).

Gender competence and gender competence underlie the broader concept of “gender culture”, by which scientists mean “the totality of socially important knowledge, skills and abilities of sex-role interaction in the educational and informal children’s and family sphere, reflecting the degree of formation of the necessary moral and ethical qualities, as well as methods, models, rules and norms of actions developed by pedagogical practice aimed at joint solution of educational tasks by men and women” (Bezushko, 2014).

An indicator of a teacher’s high professional level in the field of gender-oriented education can also be the creation of his own gender-oriented style in teaching. This is “a characteristic of a teacher’s personality, reflecting his actively selective, proactively responsible, transformative behavior, in accordance with the gender identity of the subjects of interaction, providing a high level of their self-realization and the effectiveness of professional and pedagogical activities” (Vorozheikina, 2007).
A significant contribution to the development of gender education is made by gender centers and departments operating at universities (laboratory for the development of gender education at Lomonosov Moscow State University (Kostikova, 2009), etc.; Department of Human Psychology, Russian State Pedagogical University, Herzen State University (Kletisina, 2017) and others; Center for Gender Studies of the Volgograd State Social and Pedagogical University (Stolyarchuk, 2017), etc.; Center for Women's History and Gender Studies of Tver State University (V.J.Uspenskaya et al., 2005), etc.). These centers and departments hold scientific and practical conferences, at which the problems of introducing a gender approach are discussed, and they publish appropriate teaching aids and methodological recommendations.

The analysis made it possible to state the existence of a number of approaches to organizing the training of future teachers for the implementation of gender-oriented teaching in English, at the same time; we did not find a holistic scientifically grounded methodological support of the training under study. This determines the relevance of the topic of the article.

Purpose of the article: development and testing of scientifically grounded methodological support for the preparation of future teachers for the implementation of gender-oriented teaching in English.

Methodology

Methods used when writing the article:

- theoretical methods (theoretical and methodological analysis of gender studies in psychology, pedagogy, methods of teaching English; study of normative documentation (professional standard of a teacher, draft Gender Strategy of the Russian Federation, materials and guidelines on gender training of teachers); generalization and systematization of existing pedagogical experience on the organization of teacher training for gender-oriented education; scientific substantiation and development of teaching materials);

- empirical methods (collection and experimental study of data on the formation of the readiness of future mathematicians for the implementation of gender-oriented teaching at the ascertaining and control stages of the experiment through testing, conversations, observation and analysis of video recordings, photographic materials, products of students' educational activities; experimental work on the formative stage of the experiment, including conducting training sessions to determine the developmental impact of the developed content of training future teachers for the implementation of gender-oriented teaching in English; comparative analysis of the data of the ascertaining and control stages of the experiment; approbation of teaching materials).

The experimental part of the study involved 125 fourth-year students (20-22 years old) studying in different years in the direction of preparation 44.03.01 'Pedagogical education' (profile "Mathematical education"). The experiment was carried out from 2015 to 2020 based on the Faculty of Mechanics and English of the Saratov National Research State University.

Results

Before defining the concept of "preparing future teachers for the implementation of gender-oriented teaching in English", let us clarify the content of the concept of "gender". In the modern interpretation, this term appeared in the work of R. Stoller "Sex and Gender: Towards the Development of Masculinity and Femininity" in 1968 and meant a set of norms of behavior associated with males and females in a particular society, while the sociocultural aspect ("gender") was first separated from the biological aspect ("sex"). In the article, "sex" will mean "a set of biological characteristics: anatomical, physiological, biochemical and genetic, which divide human beings into female and male" (Voronina, 2003), and the term "gender" will mean "the socio-psychological sex of a person, the totality of his psychological characteristics and features of social behavior, manifested in communication and interaction" (Skosyrska, 2013). In 1974, S. Bem (Bem, 1974) proposed a classification of gender types (masculine; feminine; androgynous; undifferentiated).

Being one of the basic characteristics of a person, gender determines the psychological and social development of a person. Therefore, the results of gender studies find practical application in the organization of the educational process taking place in the context of a gender approach. Most fully, in our opinion, the essence of the concept of "gender approach" reflects the definition presented by Yu.V. Baurova: "This is the organization of the pedagogical process, taking into account the individual characteristics of the child in accordance with his gender, which involves the definition of the content, forms and methods of teaching aimed at creating a gender-comfortable environment that promotes personality development in accordance with natural potential" (Baurova, 2010).

In the article, under the gender approach in teaching English, we mean the organization of the educational process, which takes into account the individual gender characteristics of students and involves the use of content, forms and methods of teaching English aimed at creating a gender-comfortable environment that promotes the mathematical development of a person in accordance with its natural potential, and teaching English using a gender approach will be called gender-oriented teaching English.

According to L.I. Stolyarchuk, gender education in Russia (Stolyarchuk, 2009), has a number of problems:
- At the strategic level: the absence of a gender state policy in Russia, in contrast to European states, for example, Germany, France, Finland, etc.
- At the methodological level: lack of systematized and generalizing gender scientific knowledge in pedagogical science;
- At the conceptual level: the manifestation of gender issues in different sciences (philosophy, history, philology, sociology, psychology, pedagogy), which contributed to their terminological and theoretical renewal, which entailed a wide variety of concepts, theories and corresponding terms with different interpretations;
- at the substantive level: an increase in the quantity and quality of research devoted to gender education, terminological confusion, parallel use of terms ("gender", "sex", "sex-role" characteristics, defined as synonymous);
- at the methodological level: the choice of effective pedagogical means of mastering gender knowledge that contributes to overcoming gender stereotypes in society and the education system.

Let us supplement this series with another, in our opinion, a significant problem of the lack of knowledge and skills of current teachers in organizing gender-oriented teaching in specific academic subjects (methodological level). By preparing teachers for the implementation of gender-oriented teaching in English, we mean the process and result of their mastering the system of professional knowledge, skills and competencies in the field of methods of gender-oriented teaching in English, as well as in related areas (gender pedagogy, gender psychology).

The methodological system "Preparing future teachers for the implementation of gender-oriented teaching in English" consists of targeted, meaningful, procedural and evaluative-effective components.

The target component of the system is focused on the formation and development of the future teacher's readiness for the implementation of gender-oriented teaching in English by solving a number of problems, including the study of psychological and pedagogical aspects, general and specific issues of the methodology of gender-oriented teaching in English, formation of skills in the development of methodological support for gender-oriented teaching in English, etc.

The content component of the system is implemented in two directions: theoretical and practical. The theoretical direction includes the study of the following issues: historiography of development and normative and documentary support of gender-oriented teaching in English, general issues of methods of gender-oriented teaching in English, peculiarities of perception of mathematical information by representatives of different gender types, principles of a gender approach. Practical direction: methods and means of gender-oriented teaching of English: organization of the lesson taking into account the gender characteristics of students, gender-oriented teaching in English lessons in grades 5-6, selected questions of the methodology of gender-oriented teaching in algebra and geometry.

The procedural component of the system consists of methods (research, design, creative, play), means (textbook "Methodology for gender-oriented teaching in English", video materials, educational equipment) and forms (classroom, extracurricular) of training future English teachers for gender-oriented teaching of English, used mainly in the process of studying the elective "Methodology of gender-oriented teaching in English."

The evaluative-effective component of the system contains normative characteristics for determining the levels of formation of the readiness of future teachers to implement gender-oriented teaching in English (Table 1).

**Table 1. Levels of readiness formation of future teachers for the implementation of gender-oriented teaching in English**

<table>
<thead>
<tr>
<th>Level</th>
<th>Knowledge and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Knows: gender characteristics of students and the specifics of organizing the process of gender-oriented teaching in English.</td>
</tr>
<tr>
<td></td>
<td>Is able to independently:</td>
</tr>
<tr>
<td></td>
<td>- To carry out primary diagnostics of special educational needs in students of different gender types;</td>
</tr>
<tr>
<td></td>
<td>- To formulate the goals of gender-oriented teaching of English;</td>
</tr>
<tr>
<td></td>
<td>- Select and design the subject content (educational mathematical material) according to the set goal, taking into account the gender characteristics of the students;</td>
</tr>
<tr>
<td></td>
<td>- Explain educational mathematical material to learners of different gender types;</td>
</tr>
<tr>
<td></td>
<td>- To apply the most effective methods, means, forms of organization of gender-oriented teaching in English.</td>
</tr>
<tr>
<td></td>
<td>Owns (in a specially organized learning and laboratory environment): skills in organizing gender-oriented teaching in English.</td>
</tr>
<tr>
<td>Average</td>
<td>Has fragmentary knowledge about: gender characteristics of students and the specifics of organizing the process of gender-oriented teaching in English.</td>
</tr>
<tr>
<td></td>
<td>Knows how (with the help of a teacher):</td>
</tr>
</tbody>
</table>
- To carry out primary diagnostics of special educational needs in students of different gender types;
- To formulate the goals of gender-oriented teaching of English;
- Select and design the subject content (educational mathematical material) according to the set goal, taking into account the gender characteristics of the students;
- Explain educational mathematical material to learners of different gender types;
- To apply the most effective methods, means, forms of organization of gender-oriented teaching in English.

Poorly (in a specially organized learning and laboratory environment): skills in organizing gender-oriented teaching in English.

Low

Has disparate ideas about gender characteristics of students and the specifics of organizing the process of gender-oriented teaching in English.
Has difficulty with:
- Conducting initial diagnostics of special educational needs in students of different gender types;
- Formulating the goals of gender-oriented teaching in English;
- Selection and design of subject content (educational mathematical material) in accordance with the goal, taking into account the gender characteristics of students;
- Explaining educational mathematical material to learners of different gender types;
- Application of the most effective methods, means, forms of organizing gender-oriented teaching in English.
Does not own (in a specially organized learning and laboratory environment): skills in organizing gender-oriented teaching in English.

The readiness of future teachers to implement gender-oriented teaching in English is formed mainly in the process of studying the elective "Methodology of gender-oriented teaching in English (Table 2). The elective is offered for study in the 7th semester of the pedagogical bachelor's degree in the profile "Mathematical education". The total workload of the course is 1 credit unit, 36 hours. Of these, 4 hours are allocated for the lecture part, 12 hours for practical classes and 20 hours for independent work. Current control is carried out in the form of oral questioning at lectures, analysis and discussion of methodological assignments in practical classes. Interim certification is carried out in the form of offset.

**Table 2. Thematic elective planning**

<table>
<thead>
<tr>
<th>№</th>
<th>Discipline section</th>
<th>Semester</th>
<th>Types of educational work, including independent work of students and learning intensity (in hours)</th>
<th>Forms of monitoring progress (by week of the semester)</th>
<th>Interim certification forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture</td>
<td>Practice</td>
<td>Independent work</td>
</tr>
<tr>
<td>1</td>
<td>Topic 1. Psychological and pedagogical aspects and normative and documentary support of gender-oriented teaching in English</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Topic 2. General questions of the methodology of gender-oriented teaching in English</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Topic 3. Particular questions of the methodology of gender-oriented teaching in English</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Total – 36 h.</strong></td>
<td></td>
<td>4</td>
<td>12</td>
<td>20</td>
</tr>
</tbody>
</table>

The approbation of the content of training future teachers for the implementation of gender-oriented teaching in English was carried out in the process of experimental work with students of the pedagogical bachelor's degree 44.03.01 of the profile "Mathematical Education" of the Saratov National Research State University for five

The initial level of formation of the readiness of future teachers to implement gender-oriented teaching of English was determined at the ascertaining stage of the experiment using entrance testing. The following results were obtained: 18 students (14.4%) out of 125 people (100%) are at the average level of the studied readiness formation, the remaining 107 people (85.6%) are the owners of a low level.

The formative stage of the experiment involved conducting training sessions, the purpose of which was not only to test the developed methodological support of the elective, but also to increase the interest of students in the studied methodology of gender-oriented teaching in English.

At the control stage of the experiment, through pedagogical observation, analysis of the products of students’ educational activities and final testing, the achieved level of readiness of future teachers for the implementation of gender-oriented teaching of English was determined: 16 students (12.8%) showed a high level of readiness, 90 people (72 %) - average, 19 people (15.2%) - low. Thus, at the end of the experiment, an increase in the level of formation of the studied readiness was recorded among 106 students (84.87%).

**Results**

The theoretical significance of the article is to clarify the definition and content of training future teachers for the implementation of gender-oriented teaching in English. The results of previous studies determine and characterize the general pedagogical and psychological aspects of preparing future teachers to use a gender approach in their future professional activities. The research carried out within the framework of the article concretizes and clarifies the methodological aspect of the analyzed type of professional training and is focused on future teachers-mathematicians. The developed scientifically grounded content of training allows future teachers to learn: explain educational mathematical material, solve and explain the tasks of elementary English to students of different gender types; apply the most effective methods, means, forms of organizing gender-oriented teaching in English; select and design educational mathematical material based on the contextual analysis of educational mathematical texts, in accordance with the goals set, taking into account the gender characteristics of students.

The practical significance of the article is ensured by the focus of its results on increasing the competitiveness of future mathematicians by studying the elective “Methodology of gender-oriented teaching in English” in the process of professional training. The results of long-term experimental work allow us to draw a conclusion about the developmental impact of the developed content of training future teachers for the implementation of gender-oriented teaching in English.

The goal of the article on the development and testing of scientifically grounded methodological support for the preparation of future teachers for the implementation of gender-oriented teaching in English, set in the introduction, has been achieved. During the period of work on an article on its topic under the guidance of the author, two bachelor’s (L.M. Paksoytikina, 2014; T.A. Shapshalova, 2017) and one master’s (T.A. Shapshalova, 2019) work were defended, a number of articles (Kondaurova et al., 2017), the results were repeatedly reported at conferences and seminars (Kondaurova et al., 2017).

The developed elective program can be used in the process of professional training of future and retraining of existing teachers-mathematicians.

The materials of the article are open for further research. Promising areas for study are both gender-oriented teaching of English in a vocational school, and the preparation of teachers for its implementation.

**References**


Kondaurova, I.K., & Shapshalova, T.V. (2017). Gender approach in teaching mathematics at school. Baltic Humanitarian Journal, 6 (1 (18)).


Skomorokhova, N.A. (2016). Gender competence in teacher education. Professional education in Russia and abroad, (4 (24)).


