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## **THE COMPETENCE OF THE PHYSICAL EDUCATION TEACHER CONCERNING GENDER APPROACH IN THE PROCESS OF TEACHING**

In the article gender competence suggests the formation of a lecturer or a teacher understanding of men's and women's role in society, its status, functions and relationships, the ability of the critical analysis of its activity as the representative of a certain gender, as well as knowledge about gender features of subjects of the educational process and other aspects of gender pedagogy.

**Key words:** gender, competence, teacher, health, physical culture.

Recently, a competence-based approach is frequently used in the evaluation work of both students and teachers. Primarily it is due to the change of the learning paradigm from the «educational-based», whose aim was to transfer the knowledge, to the «competency-based» focused on the formation of the necessity in the knowledge acquisition and continuous improvement of skills. Such scientists as I. Zyazyin, N. Kuzmina, V. Lozova, A. Markova, V. Slastyonin, T. Suschenko, V. Khutorskiy and others referred to the problem of the determination of the professional competence of a teacher. The generalization of leading researchers' views enables to determine the professional competence of a teacher as the possession of set coherent personal qualities (abilities, accomplishments, skills, and teaching methods) which provide the execution of the professional activity on a higher level.

Complex pedagogical, cultural and social transformations of the modern world, the change of men' and women' position and roles, the change of stereotypes determine the introduction of gender competence of a teacher. The wide range researches of gender issues in the training of future teachers are an integral part among the priority areas of modern pedagogical science (V. Ageyeva, M. Bohachevska-Khomiak, T. Hovorun, O. Horoshko, I. Zherobkina, Ya. Kichuk, V. Kravets, N. Lavrunenko, I. Lebedynska, L. Mischyk, L. Smolyar, S. Khrusanova, O. Tsokur), the problem in the training of future teachers to the gender education and younger generation education, in particular (L. Bulatova, L. But, S. Vykhор, T. Holovanova, A. Demyanchuk, T. Doronina, O. Kikinezhdі, I. Klotsyana, B. Kovbas, V. Kostiv, O. Lutsenko, I. Muntyan, I. Kharchenko).

Gender competence suggests the formation of a lecturer or a teacher understanding of men's and women's role in society, its status, functions and relationships, the ability of the critical analysis of its activity as the representative of a certain gender, as well as knowledge about gender features of subjects of the educational process and other aspects of gender pedagogy.

The main components of gender competence are: meaningful, reflection and organizational. The meaningful component includes the knowledge of different issues of gender pedagogy and psychology, for example, knowledge about gender features of subjects of the

educational process; the understanding of men's and women's position in society, technological concept of gender analysis of textbooks.

The reflection component suggests a special treatment to the various gender problems, the presence of its own position on these issues, aspiration to the constant self-improvement on the basis of the analysis and self-assessment of the professional thoughts and pedagogical activity.

The importance of the reflection component is caused by that teachers are the main agents of socialization at school, consciously or not, have a great influence on the formation of pupils' imaginary about the quality of men and women, their roles, professional activity. It is important that the teacher should understand that he is the carrier of gender stereotypes and often reproduces and supports its presence in the activity. Accordingly to the O.V. Smirnova's research concerning the teacher's ideas about the role of men and women in society has shown that 30% of teachers support the point of view that a woman must be engaged in the household chores and bring up children, and a man must be engaged in a profession and career; 34% of teachers think that woman's destiny is a house and family, and a man must realize himself in a profession but along with this provides enough attention to the household chores; 23% assert that it is import to realize itself in the professional area, both for men and women, but women must pay more attention to the first area and men – the second; 13% of teachers adhere to the point of view that for any person, without reference of a gender, the main value is family [7]. Thus, more than 2/3 of all teachers are under the influence of archaic gender stereotypes, support and reproduce them in their pedagogical activity.

Teachers' views on the role of men and women, gender structure of a labor market influence on their idea of the importance of school subjects for boys and girls. It is convincingly shown in N. Osetrova and O. V. Smirnova's researches that teachers themselves subdivide school subjects into «mainly males» and «mainly females» [8].

According to O.G. Edelova, boys and girls have different relation to the physical training lessons and a teacher who teaches this subject, that is satisfaction of physical training lessons is observed more often in boys than girls. If boys' dissatisfaction of the physical training lessons is, first of all, concerned with reaching the level of physical development, then girls are dissatisfied with the content and quality of practicing. In two times girls more often than boys have notified the dissatisfaction of the relationship with a PE teacher. It is fortified that the emotional communication and interrelation have a bigger value for female than for male [3]. It is distinguished in O.P. Ilyin's researches that with the help of retrospective questionnaire, it has been established that the main reason of dissatisfaction with the physical training classes for boys is the impossibility to satisfy the need in physical activity (32% of asked). The main dissatisfaction reason for girls is a low organization of the lesson (43%). For boys this factor was on the second place (22,6 percent), for girls it was uninteresting subject matter and its low emotionality (30%). Emotional disposition of the lesson was seldom accepted by boys (6%), as well as teacher's relation to the lesson (9,5% against 18,2% of girls). In estimating a physical training

lesson, girls would rather choose a great number of factors than boys. In particular, they pointed the need of discipline at the lesson (15%), and a differentiated approach in teaching boys and girls (40%) [2].

The PE teacher's efficiency of the professional activity is significantly predetermined by its gender competence. In the process of teaching, future PE teachers have to acquire knowledge of social patterns and personal development of men and women, gender stereotypes and gender roles which can be barriers in the professional growth, gender peculiarities of interpersonal communication and the perception of each other.

The organizational component is presented by the abilities of future teacher to operate the process of gender socialization in pupils and students, the ability not only to realize various gender aspects of education, but also influence on them, create the corresponding organizational and pedagogical conditions and on the basis of gender equality to organize the educational process.

The important components of gender competence are «gender sensitivity» of a teacher to perceive, understand and model the effects of verbal, non-verbal and visual impacts of social environment, methods and forms of work with pupils aimed at the formation of individual gender identity, the ability to notice and react on any discrimination based on gender [9].

Numerous researches show that teachers in different ways apply methods of encouragement and punishment for boys and girls. The considerable interest on this matter has in O.A. Konstantinova's research that compares the images of an ideal pupil and real schoolboy or schoolgirl in teachers' conception. Its research has shown that a dominating type of a pupil in teachers' conception negatively influence on boys because those qualities which make it, is 80% against female: politeness, accurateness, domesticity, responsiveness, diligence, etc. Only 10% of the «ideal pupil» qualities traditionally belong to male character: persistence, commitment, self-dependency

Depending on the approach which a teacher adheres in the solution of gender problems in the education, teachers are divided into several groups:

- 13% adherents of biodeterminism support the point of view that the differences between gender are biologically determined and distinguish absolutely different qualities in the description of the «ideal» schoolboy or schoolgirl;
- 40% adherents of structural functionalism confirm that it is necessary to develop various qualities (including physical) in boys and girls because they will carry out various functions in society in future;
- 20% of teachers think that there is no and should not be distinctions between boys and girls in teaching that correspond the ideas of the Soviet pedagogic which proclaimed the equality in teaching;
- 19% adherents of gender pedagogic do not deny the distinctions between pupils' gender, but prefer an individual approach to pupils [7].

According to O.V. Smirnova's researches only 10% of teachers took participations in seminars for teachers or attended the courses of advanced studies, where gender perspective was mentioned. 3/4 of teachers have never heard the term «gender» or cannot give its definition, and only 15% of teachers support the ideas of gender equality [7]. These data

confirm the fact of active teachers' interest in the reproduction of gender segregation and gender inequality in the professional educational sphere and bear evidence of the absolute importance of gender competence in the general training of PE teachers. However, most of teachers have a superficial idea about gender researches, gender peculiarities of pupils or gender in general. Therefore, the defect of gender competence of a teacher is shown in the reproduction of social prejudices, gender discrimination, and commencement of social interaction and prevents the full realization of pupil personality as well as teachers.

Teacher's gender competence consists in the unity of knowledge about gender, skills and purposive actions in the formation of a personality on the principles of equal rights and opportunities for pupils of both genders. The principle of equal rights in the education has to be based on the idea of equality (to teach all equally) rather than on the idea of objectivity (to teach through the understanding of objectively existing distinctions), organizing the educational process so that pupils can realize its opportunities and means of its realization without reference to the gender.

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У статті розглядається гендерна компетентність, що передбачає сформованість у викладача або вчителя розуміння про призначення чоловіків і жінок в суспільстві, їх статусу, функцій і взаємостосунків, здатність критичного аналізу своєї діяльності як представника певного гендера, а також знання про гендерні особливості суб'єктів освітнього процесу та інших аспектів гендерної педагогіки.

**Ключові слова:** гендер, компетентність, вчитель, здоров'я, фізична культура.

*Отримано: 30.10.2015*