

SUMMARY

of Renata Yerofeyeva's thesis research "The Formation of Professional Readiness of Physical Education Teachers Taking into Account the Gender Characteristics of Students"

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Relevance of the research. In his 2014 Address to the Nation, the First President of the Republic of Kazakhstan Nursultan Nazarbayev called for building a competitive country capable of becoming one of the thirty most highly developed countries in the world. Expressing its intentions to integrate into the global educational space, the Ministry of Education and Science of the Republic of Kazakhstan is updating the content of secondary education. Modernization processes in the country require changes in the pedagogical education system, which actualizes the problem of changing the teacher's functions, i.e. the emergence of a teacher of a new formation who must meet the requirements of the time. A special place in the development of a teacher is occupied by the formation of professional readiness of teachers taking into account the gender characteristics of students.

Since gaining independence, the Republic of Kazakhstan has treated gender issues as one of its priorities. With the current pace of the development of socio-economic and political spheres, gender issues are becoming increasingly important. As emphasized in the Strategy for Gender Equality in the Republic of Kazakhstan for 2006-2016, gender education should be considered the key direction of gender policy. In this critical area of socialization, there is a real possibility of overcoming gender stereotypes and forming a modern gender consciousness based on equal rights and opportunities for women and men in all spheres of life and, above all, in the family. A new psychology, a new self-awareness, and a new gender identity are required in order for the laws to be implemented, in order for significant changes to occur in the gender structure of labor, social relations and politics. And the system of education in this respect is a powerful means by which society reproduces gender and social relations.

The gender-based approach is one of the innovative approaches in the education of the new millennium, since gender and the related issues signify a turn in modern humanities, a radical transformation of the ontological, anthropological and axiological foundations of human civilization. Gender lens, i.e. consideration of all the issues from the perspective of the two sexes, help overcome long-lasting one-sided view of a human life and form a holistic, biarchy worldview that includes the perspectives of both sexes. This approach changes the basic principles of all humanities: philosophy, political science, cultural studies, linguistics, as well as biology and economics, since gender studies are interdisciplinary and innovative.

In order to implement the Decree of the President of the Republic of Kazakhstan No. 570 dated March 12, 2001 "On the state program for the development of physical education and sport in the Republic of Kazakhstan for

2001-2005" and the Government Decree No. 462 dated April 6, 2001 "On approval of the plan of measures on realization of the State Program for the Development of Physical Education and Sports in the Republic of Kazakhstan for 2001-2005", starting from the 2002-2003 academic year, changes have been made to the curricula of secondary education – in physical education lessons, girls and boys learn separately in grades 5-11, with at least 10-12 people in each group. Despite the fact that the changes formally took effect, physical education lessons did not change: there are no differences in the methodological approaches between teaching a whole class and teaching a separate group of boys or girls.

The problems of training specialists in the field of physical education and sports in the regions have been studied in the works of many researchers. The analysis of pedagogical practice and the results of psychological and pedagogical research indicate that a modern physical education teacher is not able to implement a gender-based approach in his or her pedagogical activity. One of the most important reasons for this can be the fact that in the existing programs of training physical education teachers, there is no clear, well-organized connection of the studied material from the field of gender studies with pedagogical activity, which reduces the quality of professional growth.

At the ascertaining stage of the research, a questionnaire survey was conducted among physical education teachers from schools in Pavlodar, Mogilev (Belarus) and the fourth-year students of S. Toraighyrov PSU and PSPU majoring in Physical Education and Sports. 85% of teachers and 92% of students were not ready to apply a gender-based approach in physical education lessons, and, what is even worse, 80% of teachers and 75,5% of students have never heard the term "gender" before. The survey revealed that many teachers are not prepared to comply with modern requirements to their activities. And this is not a problem of physical education teachers, but a problem of the system that prepares teachers. The training system lacks the necessary disciplines that would help teach in groups formed by gender. Modern teachers need retraining in order to recognize their explicit and implicit biases in relation to gender and how these biases affect their behavior in the classroom. In addition, teachers need training on how to combat child prejudice and address gender discrimination.

The modern system of teacher training requires significant changes, because the use of a gender-based approach in teaching is one of the modern requirements for high-quality education of the future generation. Readiness to implement a gender-based approach in teaching schoolchildren is a necessary condition for the successful work of a modern teacher.

The analysis of the degree of scientific elaboration of the problem confirms the existence of conditions for the purposeful formation of the professional readiness of physical education teachers taking into account the gender characteristics of students, which confirms the relevance of our research.

Philosophical, sociological and socio-psychological works are devoted to the nature of sex and gender: B.G. Ananiyev, T.V. Bendas, S. Bern, O.A. Voronina, V.A. Geodakyan, E.P. Ilyin, I.S. Kletsina, Z.M. Kodar, I.S. Kon, N.L. Pushkareva, Zh.T. Sarybekova, M.U. Seitova, L.I. Stolyarchuk,

N.A. Usacheva, S.A. Ushakin, Z. Freud, K. Horney, S. Shakirova, L.V. Shtyleva, C.-G. Jung, E.R. Yarskaya-Smirnova, K. Yakhyaeva, S. Bem, M. Mid, J. Money, R. Stoller, G. Rubin, etc.; gender approach in education was studied by Sh.K. Berkimbayeva, M.A. Yerofeyeva, N.Yu. Yerofeyeva, E.N. Kamenskaya, K.Zh. Kozhakhmetova, N.N. Kuindzhi, G.D. Kurbanova, A.V. Mudrik, A.B. Otarbayeva, M.L. Sabunayeva, B.T. Sakhayev, K.Zh. Taishikova, G.T. Tanirbergenova, G.T. Tnimova, L.P. Shustova, etc.; the gender competence of the teacher were studied by I.A. Zagainov, G.A. Olkhovik; gender-based differences in teaching girls and boys – V.D. Yeremeyeva, V.E. Kagan, V.N. Klein, D.V. Kolesov, V.A. Moskvina, S. Springer, T.P. Hrizman, M. Colthart, B.J. Criston, Mc. Glone, E. Hult, etc.

The foundations of the theory and practice of vocational education are reflected in the works by O.A. Abdullina, A.Zh. Aplashova, E.A. Basharkina, E.I. Burdina, E. Zhumataeva, I.F. Isaev, S.T. Kargin, A.I. Mishchenko, V.V. Krayevskiy, Sh.Zh. Kolumbayeva, V.A. Slastenina, N.Yu. Fominykh, etc.

The professional training of physical education teachers was studied by E.V. Bronskiy, M.Ya. Vilenskiy, E.N. Gogunov, Yu.D. Zheleznyak, L.N. Ilyina, A.T. Kulbayev, V.I. Lebedeva, B.I. Martyanov, Yu.A. Mastobayev, N.E. Pfeifer, G.M. Solovyev, V.V. Filankovskiy, etc.

The problems of the future teacher's readiness for professional activity are presented in the works by S.D. Aubakirova, A.R. Boranbayeva, A.A. Derkach, A.S. Dontsov, M.I. Dyachenko, L.A. Kandybovich, A.S. Karbayeva, G.M. Kasymova, K.M. Kertayeva, Ya.L. Kolominskiy, N.V. Kuzmina, N.D. Levitova, A.S. Nersesyan, G.B. Omarova, R.D. Sanzhayeva, V.D. Simonenko, V.A. Slastenina, D.N. Uznadze, A.G. Umurzakov, O. A. Shishkina, etc.

Features of psychological readiness for various types of activities of physical education teachers were studied by: K.A. Abdreimova, A.V. Astakhov, G. Berekbusunova, T.A. Burmistrova, E.P. Grishina, S.A. Davydova, M.V. Kozub, V.V. Kolyeva, O.G. Lyzar, V.I. Osik, A. Orynbekkyzy, D.G-S. Toktarbayev, S. Turarov, G. Turarova, H. Untayev, N. Catellani, H. Mangundjaya, L.H. Mangundjaya, M.B. Steinborn, W. Rachmawan, A. Wustari, etc.

The teacher's readiness to implement a gender-based approach were studied by S.Zh. Boztayeva, T.A. Gorshkova, N.A. Dyachkova, E.L. Karavayeva, N.N. Kuindzhi, O.P. Nagel, B.T. Sakhayev, etc.

It should be noted that the issues of training physical education teachers as specialists in the field of a gender-based approach have practically not been resolved for the following reasons: the absence of a program for the training of such specialists in pedagogical universities, which would consider not only the anatomical, physiological and psychological characteristics of children, but also psychological motivation, history of gender, gender relations, health-improving orientation, features of the female and male organisms; lack of special literature on the methodological features of teaching classes taking into account the gender characteristics of students.

Thus, there are **contradictions** between:

- the incompetence of teachers in the field of gender-based approach in general and insufficiently developed methodological foundations for ensuring gender education and upbringing of the younger generation;

- the need to build an educational process aimed at developing the professional readiness of a physical education teacher to implement a gender-based approach in teaching, and the absence of a system for forming this readiness.

The problem of the research was the search for psychological and pedagogical conditions for the formation of professional readiness of physical education teachers taking into account the gender characteristics of students.

The relevance, the noted contradictions, the problem of the research, its insufficient development determined the **topic**: "The formation of professional readiness of physical education teachers taking into account the gender characteristics of students".

The aim of research: development, implementation and experimental verification of the model of the formation of professional readiness of physical education teachers taking into account the gender characteristics of students.

The object of the research: the process of teaching at a university and professional development of physical education teachers.

The subject of the research: the professional readiness of physical education teachers, taking into account the gender characteristics of students.

The research hypothesis: if the methodological foundations for the formation of the readiness are developed from the perspective of the gender-based approach and a model for the formation of professional readiness of physical education teachers is introduced, **then** this will ensure the presence of the desired readiness, **as** the psychological and pedagogical conditions for the adoption and use of the gender-based approach in physical education lessons will be created.

In accordance with the aim, object, subject and hypothesis, following **research tasks** were set:

1. To study the problem of the gender-based approach in psychological and pedagogical literature and to reveal the peculiarities of the formation of the professional readiness of physical education teachers.

2. To determine the essence of the concept "professional readiness of physical education teachers taking into account the gender characteristics of students" and the methodological foundations of its formation.

3. To develop a model of professional readiness of a physical education teacher, taking into account the gender characteristics of students.

4. To determine the structure and a complex of diagnostic tools for measuring the level of formation of professional readiness of physical education teachers taking into account gender characteristics of students.

5. To develop psychological and pedagogical conditions for the formation of the professional readiness of physical education teachers taking into account the gender characteristics of students.

6. To experimentally check the effectiveness of the process of forming the professional readiness of physical education teachers taking into account the gender characteristics of students.

Research methods: a theoretical analysis of scientific literature, legislative and regulatory documents related to the research topic was carried out in order to identify different points of view on the problem under study and to determine the necessary psychological and pedagogical conditions for the formation of teachers' readiness. Empirical methods (conversation, questioning, observation) helped to obtain quantitative data on the level of development of the readiness for the implementation of a gender-based approach in teaching. With the help of interviews and the method of peer review, we obtained opinions on our research topic from the leading experts in the field of pedagogy and psychology. The methods of modeling, synthesis and classification were used to build tables and diagrams, a conceptual model for the formation of teachers' readiness taking into account the gender characteristics of students. Pedagogical experiment, mathematical, statistical and diagnostic methods allowed to process the obtained data and determine the effectiveness of the proposed model.

Experimental research base: the author's course Gender-based Approach in Physical Education Lessons was introduced for the programme 5B010800 Physical Education and Sports at Innovative University of Eurasia; the author's course Physical Education Taking into Account the Gender Characteristics of Students was introduced for the programme 5B010800 Physical Education and Sports at S. Toraighyrov Pavlodar State University; the module Physical Education Taking into Account the Gender Characteristics of Students was introduced within the course Theory and Methodology of Physical Education inside the programme 1-030201 Physical Education at Mogilev State University named after A.A. Kuleshov (Belarus, Mogilev); advanced training course Methods of Teaching Physical Education Taking into Account the Gender Characteristics of Students at Pavlodar State Pedagogical University for instructors of preschool institutions, physical education teachers in schools and higher educational institutions. The results of the research were introduced into the educational process of the secondary school of Pavlodar No.24, kindergartens No.34 and 2, S. Toraighyrov PSU, InEU, Mogilev State University named after A.A. Kuleshov (Mogilev, Belarus).

The novelty of the research:

- problems and international experience in the field of training teachers for the implementation of a gender-based approach in physical education lessons have been studied, and the features of the formation of professional readiness of physical education teachers have been identified;

- the essence of the concept of "readiness of a physical education teacher, taking into account the gender characteristics of students" has been revealed;

- a model of the formation of the professional readiness of physical education teachers has been developed taking into account the gender characteristics of students;

- a structure was developed and a complex of diagnostic tools for measuring the level of professional readiness of physical education teachers was tested taking into account the gender characteristics of students;

- psychological and pedagogical conditions for the formation of professional

readiness of physical education teachers were determined taking into account the gender characteristics of students, as well as in physical education lessons in the implementation of the gender-based approach;

- the effectiveness of the developed model of the formation of the readiness of physical education teachers was experimentally tested taking into account the gender characteristics of students.

The theoretical significance of the research consists in supplementing the theory of professional training with the new knowledge about the content of training teachers to implement the gender-based approach in physical education lessons, and the features of the formation of professional readiness of physical education teachers are revealed. The definition of the notion "readiness of a physical education teacher taking into account the gender characteristics of students" is given. The theoretical model of the formation of the professional readiness of physical education teachers taking into account the gender characteristics of students has been developed. The theoretical provisions of the direction of work in physical education classes with students have been developed taking into account gender characteristics; conclusions that can be used in teaching of physical education and other disciplines.

Practical significance: development and testing of the following elective courses: Gender-based Approach in Physical Education Lessons, Physical Education Taking into Account Gender Characteristics of Students, the module Physical Education Taking into Account Gender Characteristics of Students within the course Theory and Methodology of Physical Education, the advanced training course Methods of Teaching Physical Education Taking into Account the Gender Characteristics of Students, which can later be included in the training and retraining program for teachers and workers in the field of physical education and sports. Implementation of the teaching aid Physical Education Taking into Account the Gender Characteristics of Students in the educational process of the university. A bank of gender-oriented methods of studying personality was collected, questionnaires for schoolchildren, teachers, a diagnostic map for determining the levels of professional readiness of physical education teachers taking into account the gender characteristics of students were developed. Psychological and pedagogical conditions for preparing for classes taking into account the gender characteristics of students have been determined, which can be used in universities, general education schools, institutions of additional education, institutes for advanced training and retraining of teachers of physical education and other general education subjects, school psychologists and educational workers.

Approbation and implementation of research results: The research results were presented at four international scientific and practical conferences (Pavlodar – 2018, 2019, Mogilev (Belarus) – 2018, Cheboksary (Russian Federation) – 2017). In the journals recommended by the Committee for Quality Assurance in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan – 4 (Science and Life of Kazakhstan: the Pedagogical Science series; PSU Bulletin: the pedagogical series; Bulletin of the Academy of Pedagogical Sciences: the Pedagogy series; Bulletin of Mogilev

State University named after A. Kuleshov: the psychological and pedagogical series); in a journal indexed by Scopus – 1.

The main provisions on the topic of the dissertation are set out in two teaching aids: *Mekteptegi Dene Tarbiesi Boyinsha Oku Urdisin Zhosparlau*, and *Physical Education Taking into Account Gender Characteristics of Students*. Some of the materials used in this research were obtained during a scientific internship at Mogilev State University named after A.A. Kuleshov (Belarus, Mogilev) in 2018.

The main findings for the defense:

1. For the formation of a harmoniously developed personality at physical education lessons, it is not enough to take into account only physical characteristics, it is necessary to take into account psychological and social characteristics that are gender-based. It is possible to take into account gender characteristics in education using the gender-based approach. The gender-based approach in teaching involves changing the educational process, its content, methods, forms, means, etc. It is implemented to fully reveal the abilities of students, taking into account their gender characteristics.

The readiness of physical education teachers is formed with some peculiarities: mental stress, physical activity, external factors. A special difference between teachers of physical education from others is the combination of two polar types of activity - intellectual and physical. A physical education teacher must have the following set of skills: constructive, organizational, communicative, didactic, oratory, gnostic, motor skills, etc.

2. The concept of the readiness of a physical education teacher taking into account the gender characteristics of students is a systemic formation in the teacher's personality, combining the knowledge of the basics of the gender-based approach, the need and ability to apply them in practical pedagogical activities for the education of schoolchildren, the ability to solve the problems of this activity at a high professional level, the desire for self-development and self-realization in this direction.

3. The model of the formation of the professional readiness of a physical education teacher taking into account the gender characteristics of students includes the unity of the target, content and procedural components: the aim, tasks, the definition of readiness, principles, readiness components, diagnostics, levels, stages, psychological and pedagogical conditions, and the predicted result. All links are interconnected and interdependent.

4. Structural components of readiness: individual notional, value-oriented, epistemological, competence-based, and reflexive-evaluative. Each of these components has content specific to it and performs its own functions.

A bank of diagnostic tools for the formation of professional readiness in the learning process has been created: the questionnaire *Fundamentals of Gender Knowledge*; S. Bem's *Sex Role Inventory*; *State-Trait Anxiety Inventory* (Spielberger et al., adapted by A.D. Andreyeva); a diagnostic map for determining the levels of the professional readiness components. In the course of professional development: a questionnaire for teachers *Fundamentals of Gender Knowledge*; gender-based examination of a lesson; for physical education instructors of

preschool institutions – the gender characteristics of the teacher's interaction with boys and girls; State-Trait Anxiety Inventory (Spielberger et al., adapted by A.D. Andreyeva); a diagnostic map for determining the levels of the professional readiness components.

5. The following psychological and pedagogical conditions are required for the implementation of the model of the formation of professional readiness of physical education teachers taking into account gender characteristics of students: enrichment of the content of teaching physical education teachers with knowledge of the basics of the gender-based approach; the use of special forms, methods and means of teaching in the process of forming this readiness; the stage-by-stage formation of the readiness of physical education teachers taking into account the gender characteristics of students manifested in a gradual transition from basic to professional and creative stages.

The content of the formation of teachers' professional readiness taking into account the gender characteristics of students are special courses: Gender-based Approach in Physical Education Lessons, Physical Education Taking into Account Gender Characteristics of Students, the module Physical Education Taking into Account Gender Characteristics of Students within the course Theory and Methodology of Physical Education, the advanced training course Methods of Teaching Physical Education Taking into Account the Gender Characteristics of Students designed for physical education instructors of preschool institutions, physical education teachers of schools and universities.

6. The results: an increase in the levels in all components of the professional readiness of physical education teachers taking into account the gender characteristics of students, a decrease in the level of anxiety and an increase in the level of professional readiness confirm the effectiveness of the implementation of the model of professional readiness of physical education teachers taking into account gender characteristics.

The structure of the thesis: it consists of an introduction, three chapters, a conclusion, and a list of references and appendices.

The introduction presents the scientific apparatus of the research, substantiates the relevance of the topic, indicates the level of its development, identifies the contradictions underlying the research problem, identifies the object and subject of the research, formulates the aim, hypothesis, reveals the scientific novelty, theoretical and practical significance of the research, describes the stages and methods of the research, presents the main findings for the defense.

In the first chapter, Theoretical Foundations of the Formation of Professional Readiness of Physical Education Teachers in the Context of the Gender-based Approach, the analysis of the problem of the gender approach in the psychological and pedagogical literature is carried out, the neuropsychological foundations of the gender approach in teaching are described; the features of the formation of the professional readiness of physical education teachers are revealed; the definition of readiness of a future physical education teacher taking into account the gender characteristics of students is given.

In the second chapter, The Psychological and Pedagogical Model of the

Formation of the Professional Readiness of Physical Education Teachers Taking into Account the Gender Characteristics of Students, a model of the formation of the readiness of physical education teachers taking into account the gender characteristics of students is presented; the structure and diagnostics of the level of formation of professional readiness; the psychological and pedagogical conditions for the formation of professional readiness of physical education teachers.

The third chapter, The Results of the Formation of the Professional Readiness of Physical Education Teachers Taking into Account the Gender Characteristics of Students, presents the results of an experimental test of the formation of professional readiness in the process of education at a university and advanced training.

The conclusion summarizes the theoretical and practical results of the research and formulates the main conclusions.

Additional research materials are presented in the appendix.