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Formation of readiness of the physical education teacher of schoolchildren in Kazakhstan

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Abstract

The study aims to investigate a formation of readiness of the physical education teacher taking into account the gender features of schoolchildren in Kazakhstan via theoretical and practical research methods. As a result, there is a need for reconsideration of subject and methodical training of physical education teachers in higher educational institutions on the introduction of the disciplines helping to master the gender features of students. In conclusion, the majority of students at the beginning of the experiment did not have knowledge of gender pedagogy; they were not sufficiently informed about features of pupils and use this knowledge in professional activity.

Keywords: Teacher, Physical education, Kazakhstan, Institutions. Formation of readiness.

Formación de la preparación del profesor de educación física de escolares en Kazajstán

Resumen

El estudio tiene como objetivo investigar la formación del maestro de educación física teniendo en cuenta las características de género de los escolares en Kazajstán a través de métodos de investigación teóricos y prácticos. Como resultado, existe la necesidad de reconsiderar la

capacitación temática y metódica de los maestros de educación física en las instituciones de educación superior sobre la introducción de las disciplinas que ayudan a dominar las características de género de los estudiantes. En conclusión, la mayoría de los estudiantes al comienzo del experimento no tenían conocimiento de la pedagogía de género. No estaban suficientemente informados sobre las características de los alumnos y utilizaron este conocimiento en la actividad profesional.

Palabras clave: Docente, Educación física, Kazajstán, Instituciones, Formación de la preparación.

1. INTRODUCTION

The modernization of education which is carried out in our country has several directions. In these conditions, one of the main tasks of modern education is the development of new technologies. New educational technologies focus school on search of ways of development, the most relevant of which is development of readiness of the pedagogue including to realization of gender approach in training of schoolchildren. Readiness for implementation of gender approach in training of schoolchildren – is the necessary condition of successful work of the modern teacher.

Since the first days of independence, Kazakhstan included gender issues as the most important component of state policy, and every year, in process of improvement of social and economic structure and democratic institutes, the gender problematique becomes more and more relevant and significant. This is largely due to the fact that the gender from the very beginning is under close attention of the First President of Kazakhstan N.A. NAZARBAYEV (BERKIMBAYEVA SH.K., KOZHAKHMETOVA K.ZH., SOLOVYOVA G.G., YUNUSOVA M.S.,

TAYSHIKOVA K.ZH., 2001).

As it is emphasized in "Strategy for Gender Equality in the Republic of Kazakhstan for 2006-2016" (Decree of the President of the Republic of Kazakhstan of November 29, 2005 "Strategy for Gender Equality in the Republic of Kazakhstan for 2006-2016"), gender education should be considered as defining from all components of gender policy. Exactly in this major sphere of socialization of the personality, there is appeared the real possibility of overcoming gender stereotypes and formation of the modern gender consciousness, focused on equality of rights and possibilities for women and men in all spheres of activity and, first of all, in family. It is required, first of all, the new psychology, new consciousness, new gender identity in order that laws were executed, that there were significant changes in gender structure of work, the social relations and policy. The education system is a powerful means by which society reproduces gender and social relations (YEROFEYEVA R., 2017).

In an education system, the child gets experience of the gender relations in the process of interaction with teachers and schoolmates and during the work with training materials – he is faced with the fact that the expectations placed on a person depend on belonging to a particular gender. The family and school are two main pillars which influence the child during growth process, but also play a major role in socialization of gender roles in how they organize the environment for schoolchild (MOLLA E., 2016).

Decision-making bodies in the field of education have to counteract creation of the gender segregated educational contexts (for example, same-sex schools) and instead to seek for activization of encouragement

with schools of coeducation of the gender egalitarian relations and behavior (HALPERN D., ELIOT L., BIGLER R.S., FABES R.A., HANISH L.D., HYDE J., LIBEN L.S., MARTIN C.L., 2011).

Modern teachers need retraining to distinguish their explicit and implicit prejudices within gender approach and how these prejudices affect their behavior in a class. Besides, teachers have to get accurate training concerning fight against prejudices of children in order that they reduced control from peers of gender discrimination (BRYAN J., 2012).

Readiness to professional activity at the level of professional skill is determined by professional skills and abilities which are more flexible, than abilities as understanding with possible transition to creativity is characteristic for professional activity. The concept "readiness" is widely used in psychological and pedagogical literature, but it is interpreted ambiguously by different authors. (DONTSOV & BURDINA, 2018).

This concept is used for the description and studying of various states, intentions and even abilities of the person therefore it is interpreted as multiple-valued. M.I. DYACHENKO AND L.A. KANDYBOVICH (DYACHENKO M.I., KANDYBOVICH L.A., 1976) understand the psychological readiness as the special mental state such as predisposition of the subject to focus own activity definitely. R.D. Sanzhayeva (SANZHAYEVA R., 1997) considers the psychological readiness as steady characteristic of the personality, expressing its aspiration to overcome difficulties in achievement of the professional purpose on the basis of the acquired abilities and skills.

It should be noted that features of psychological readiness as the

psychosocial phenomenon were successfully studied by the following authors: Sharifullina S.R., N. Catellani, V.L.Kh. Mangundzhaya, A. Rachmawan, B.M. Steinbor, R.Langner, L. Huestegge.

N.V. Kuzmina was one of the first who addressed to the questions of readiness as ability of the pedagogue to professional activity and mastering skill (KUZMINA N., 1990). She marked out five components of activity (gnostic, projecting, constructive, communicative and organizational). It allowed to form professional skill and to consider the corresponding ways of mastering operational side of activity by means of concrete abilities.

We made an attempt to develop model of professional readiness at the future physical education teacher taking into account gender features of students. The model of formation of readiness at future teacher of technology to realization of gender approach in training of schoolchildren of T.A. Gorshkova was taken as base of our model (GORSHKOVA T., 2010). From our point of view, this model reflects most accurately the process of formation of readiness at the teacher to realization of gender approach. We consider readiness as whole, consisting of five structural components: personal and semantic, motivational and valuable, informational and theoretical, effective and practical, reflexive and evaluative. Each of the components of readiness of future physical education teacher has the content, specific only to it, and performs its functions. There should be considered the marked out components (Figure 1).

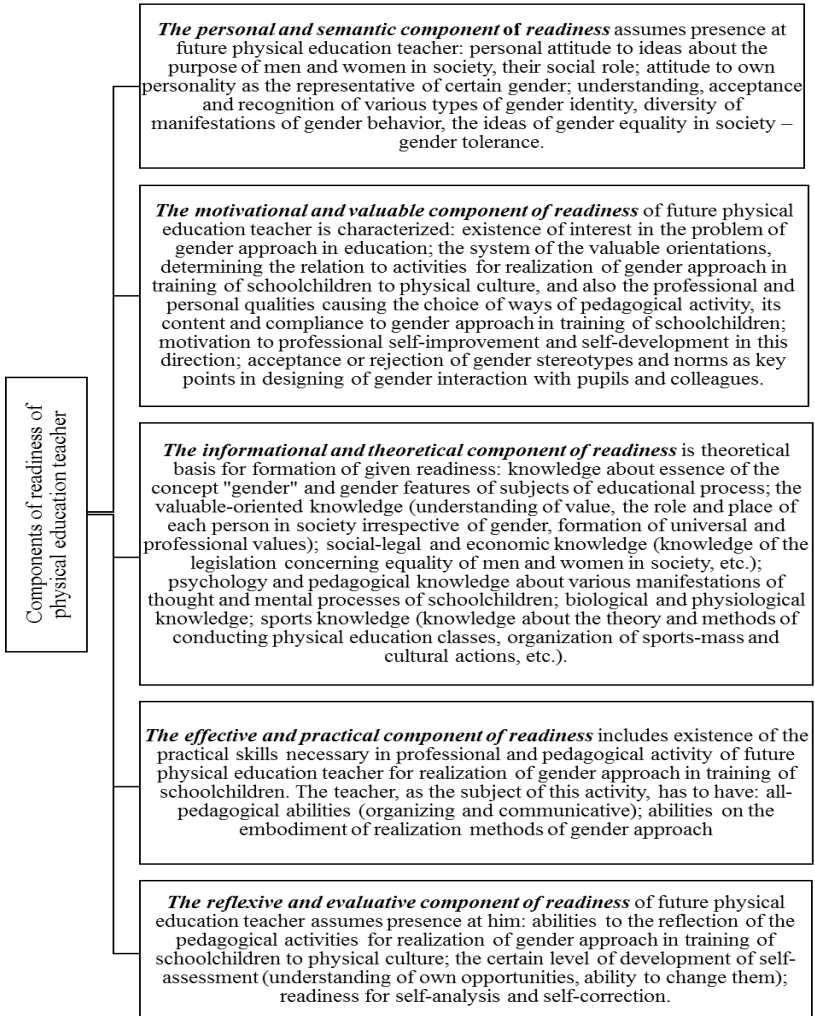


Figure 1 - Components of readiness of physical education teacher

Generalizing the undertaken analysis of scientific psychological-pedagogical literature for the purpose of determination of essential and structural and substantial characteristics of readiness at future physical education teacher to realization of gender approach in training of schoolchildren, we will note that this readiness is determined as the natural result of vocational training which is system education of the personality of pedagogue, and it represents the unity of the interconnected structural components: personal and semantic, motivational and valuable, informational and theoretical, effective and practical, reflexive and evaluative.

2. METHODOLOGY

1. Theoretical: comparison, generalization, analysis of scientific literature, analysis of reports on practice, modeling;
2. Practical: observation, questioning, pedagogical experiment.

We conducted the pedagogical experiment on realization of model of formation of readiness at the physical education teacher taking into account gender features of students at the Innovative University of Eurasia (Pavlodar, Kazakhstan) from 2018 to 2019. There were participated in the experiment 55 students of the specialty 5B010800 – "Physical culture and sport", the Russian and Kazakh languages of training, full-time and distance learning. Average age of participants is 18.7 years old.

Experiment purpose: to develop theoretical fundamentals and practical ways of formation of professional readiness at the physical education teacher taking into account gender features of students.

Research object: vocational training of physical education teachers.

Research subject: the process of formation of readiness of physical education teachers taking into account gender features of students.

According to the purpose, object, subject and hypothesis of the research, the following **research tasks** were determined:

- To reveal the psychological and pedagogical foundations of formation of readiness of physical education teacher taking into account gender features of students;
- To develop model of formation of readiness of physical education teacher taking into account gender features of students;
- On the basis of the model of formation of readiness of physical education teacher taking into account gender features of students - to develop and test the program of vocational training of physical education teachers taking into account gender features of students;
- To carry out diagnostics of formation of readiness of physical education teachers taking into account gender features of students.

The first stage – studying foreign and domestic literature on vocational training of physical education teachers, on formation of readiness to realization of gender approach. The revelation of the condition of this problem in foreign countries and in Kazakhstan. Studying the problem of gender features of students. Creation of the model of formation of readiness of physical education teacher taking into account gender features of students.

The second stage – on the basis of the model of formation of readiness of physical education teacher taking into account gender features of students, there was conducted drawing up the program of vocational

training of physical education teachers taking into account gender features of students Gender approach at physical education classes.

The third stage – carrying out the elective course Gender approach at physical education classes of vocational training of physical education teachers taking into account gender features of students, the program of diagnostics.

The fourth stage – processing of results of the experiment, the analysis of the research results. Writing of the article.

In January – February, 2019 we carried out questioning with students on the basis of the Innovative University of Eurasia. It was suggested to students to answer questions of the questionnaire which were divided into 5 sections. We consider the readiness of the physical education teacher to realization of gender approach as whole, consisting of five structural components: personal and semantic, motivational and valuable, informational and theoretical, effective and practical, reflexive and evaluative (BRYAN, 2012).

The left part of the table of questioning consisted of the questions made according to indicators of criteria of readiness of future physical education teachers to the realization of gender approach in training of schoolchildren. The essence of some questions in I part of the questionnaire was borrowed from the educational and methodical manual of Shustova. The right part represents the scale, allowing to measure degree of formation of given type of readiness on 4 levels: 4 – advanced level; 3 – optimum; 2 – elementary; 1 – starting.

Determination of the level of formation, comparison, and confrontation of results of poll was carried out according to arithmetic average, which was calculated on the following formula 1:

$$x = \frac{\sum x_i w_i}{\sum w_i}, \tag{1}$$

where x_i –volume of the selection;

w_i –frequency of the variant.

3. RESULTS

At the ascertaining stage of the pedagogical experiment, application of the complex of diagnostic methods, the analyzed data on each component of readiness of future physical education teacher to realization of gender approach allowed us to determine the initial level of readiness of future physical education teacher to realization of gender approach in training of schoolchildren in general. The received results were processed and presented in Figure 2.

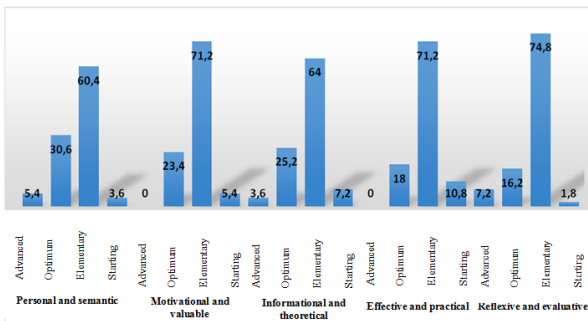


Figure 2 – The initial level of components of readiness of the physical education teacher at the ascertaining stage (%)

Proceeding from data of Figure 1, it is possible to draw the conclusions that in most cases the students have the elementary level in all components. All students are at the average level on personal-semantic component, 3 students have advanced, 2 – starting. No one of the students showed the advanced level in the motivational and valuable component, starting – 3 students. The effective and practical component has the highest starting rate among components – 10.8% that says that it is necessary to pay more attention to the development of professional skills and abilities.

At this stage of the experiment as an addition to the first questionnaire, there was suggested the questioning a basis of gender knowledge on revelation of level of knowledge of the basic concepts of gender pedagogy, taken as a basis from the educational and methodical manual of I.A. Zagaynov and which was modified and adapted by us. Only 3 students (5.4%) from 55 people coped with test tasks. Test results demonstrate that the majority of students at the ascertaining stage of the experiment experienced difficulties in formulation of the concepts, did not have knowledge connected with definition of essence of the concept gender, specifics and features of gender approach in education, gender distinctions of schoolchildren. It confirms the insufficient level of the theoretical readiness of students in the field of gender pedagogy.

Processing of results of the questionnaire showed that not all students, getting pedagogical education, initially have the orientation to use of gender approach in the future pedagogical activity. However, the majority of students spoke positively concerning information search in

media, Internet networks in gender subject area. After completing the elective course Gender approach at physical education classes, we carried out questioning of students in May, 2019, using the same questionnaires again. Students showed the following results (Figure 3).

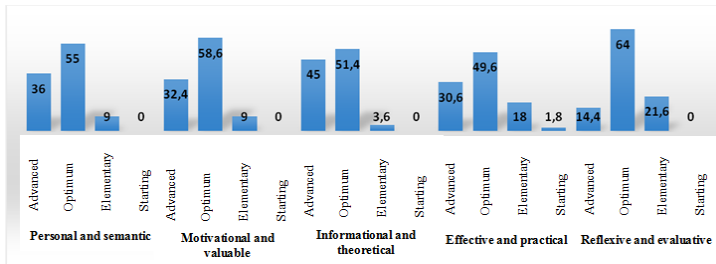


Figure 3 – Final level of the components of readiness of the physical education teacher (%)

Proceeding from the results shown in Figure 2, we can see that the starting level was shown only by one student in the effective-practical component. Advanced and optimum levels were increased; elementary level was sharply decreased. The analysis of data for the beginning and end of the experiment, according to questionnaire 1, is presented in table 1.

Table 1 – The analysis of indicators of the questioning before and after the pedagogical experiment (%) n=55

Components	Levels	Initial level	Final level	Increment difference
Personal and semantic	Advanced	5,4	36	+30,6
	Optimum	30,6	55	+24,4
	Elementary	60,4	9	-51,4
	Starting	3,6	0	-3,6
Motivational and valuable	Advanced	0	32,4	+32,4
	Optimum	23,4	58,6	+35,2

	Elementary	71,2	9	-62,2
	Starting	5,4	0	-5,4
Informational theoretical	Advanced	3,6	45	+41,4
	Optimum	25,2	51,4	26,2
	Elementary	64	3,6	-60,4
	Starting	7,2	0	-7,2
Effective and practical	Advanced	0	30,6	+30,6
	Optimum	18	49,6	31,6
	Elementary	71,2	18	-53,2
	Starting	10,8	1,8	-9
Reflexive evaluative	Advanced	7,2	14,4	+7,2
	Optimum	16,2	64	47,8
	Elementary	74,8	21,6	-53,2
	Starting	1,8	0	-1,8

The analysis of data showed that the whole advanced level grew on average by 28.44%, optimum – by 33.04%, elementary level decreased on average by – 56.08%, and starting level – by 5.4% that speaks about effectiveness of our course.

According to the results of the second questioning from the educational-methodical manual of I.A. Zagaynov, we revealed absolutely opposite data in comparison with initial level. 40 students (72%) from 55 people coped with test tasks. Test results demonstrate that the majority of students did not experience difficulty in formulation of concepts, have knowledge connected with definition of essence of the concept gender (100% of respondents), specifics and features of gender approach in education (81% of all respondents), gender distinctions of schoolchildren.

It confirms the sufficient level of the theoretical readiness of students in the field of gender pedagogy.

4. CONCLUSIONS

In the course of the obtained and analyzed data, we came to the conclusion that the majority of students for the beginning of the experiment did not have knowledge of gender pedagogy, were not informed sufficiently about features of pupils and use of this knowledge in the professional activity; there were observed stereotypic idea about pupils and teachers of the different gender, students were not motivated to apply gender approach in pedagogical activity. Therefore, it is required purposeful work on the introduction of the course Gender approach at physical education classes developed by us.

The conducted research at the Innovative University of Eurasia allow to draw the following conclusions:

1.As the basis of formation of readiness of the physical education teacher taking into account gender features of students, we used components of vocational training: personal and semantic, motivational and valuable, information and theoretical, effective and practical, reflexive and evaluative and also degree of formation of given type of readiness on 4 levels: 4 – advanced level; 3 – optimum; 2 – elementary; 1 – starting.

2.The developed model of formation of readiness of the physical education teacher taking into account gender features of students is the complete system with a great number of the interconnected elements, forming unity and which are in the strict hierarchy, assuming consecutive transition from one element to another;

3. The developed and tested program of vocational training of physical education teachers taking into account gender features of students Gender approach at physical education classes provides efficiency of formation of readiness of future physical education teacher to the realization of gender approach in training of schoolchildren.

4. Use in skilled-experimental work of the complex of various diagnostic methods allowed to fix positive dynamics of the levels of formation of readiness at future physical education teachers to the realization of gender approach in training of schoolchildren and to fix positive changes within each of its components.

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