

## GENDER PEDAGOGY AS A BRANCH OF SCIENCE

*The article presents a new branch of knowledge, which is now being promoted in Russian teacher training education - a gender pedagogy. The article suggests one of the variants of applying gender education in teacher training institute. The structure of the course in gender studies, applied techniques, forms and methods of forming gender identity of students, as well as the results of the experiment on the effect of a training course on gender identity of future teachers are described in the paper.*

*В статье говорится о новой отрасли знаний, которая сейчас активно внедряется в российском педагогическом образовании – это гендерная педагогика. Предложен один из вариантов внедрения гендерного образования в педагогическом ВУЗе. Описаны структура курса по гендерным исследованиям, применяемые приемы, формы и методы формирования гендерной идентичности студентов, а также приведены результаты эксперимента по влиянию учебного курса на гендерную идентичность будущих учителей.*

**Key Words:** gender, gender identity, designing, student, school, self – identification, self – actualization, educational conditions, gender pedagogic, socialization, latent curriculum, gender stereotypes, gender approach, gender asymmetry, technology, project.

**Ключевые слова:** гендер, гендерная идентичность, формирование, студент, школа, самоидентификация, самореализация, педагогические условия, гендерная педагогика, социализация, скрытый учебный план, гендерные стереотипы, гендерный подход, гендерная асимметрия, технология, проектная деятельность.

In recent years gender education has become the subject of pedagogical discussions. In Russia Gender Mainstreaming Strategy refers to the importance of reforming the education system with the inclusion of gender-specific programs that extend the equality of genders for free spiritual development. It is noteworthy that the gender paradigm exists in many formats in the humanities, but for pedagogy it is a new sphere.

Western researchers tend to speak about feminist pedagogy that focuses on the rising of women social activity and the level of their self-esteem, and as a result the activity of the whole society. The principles of this pedagogy are:

- the absence of any hierarchy or distance between a teacher and a student;
- democracy and tolerance;
- the active use of interactive methods of teaching;

- the encouragement and development of students initiatives;

Gender pedagogy is based on the feminist concept of gender equality and rests upon the same principles and approaches.

At present there are attempts to formulate the basic terms of gender education. L.V. Shtyleva implies by gender pedagogy "a set of approaches that help children feel comfortable at school and cope with the problems of socialization, an important part of which is the identity of a child as a boy or a girl" [1 C. 78].

The objectives of gender pedagogy are:

- to develop the ability to establish partnership relations and to cooperate constructively with people without losing their own gender identity and without violating the gender identity of others;
- to develop the skills to choose life strategies consciously and free. For this purpose it is necessary to identify gender notions and behavior strategies that the existing system of education forms in girls and boys; to identify gender conceptions and behavior strategies of teachers;
- to specify the value orientations of children and teachers;
- to create conditions for achieving conformity of the natural endowments of a child and the degree of their self-actualization in maturity, i.e. to form a gender loyalty in children.

At present, we consider two basic strategies of gender education aimed at realization of separate and mixed education systems. However, the third strategy is mentioned as well, which involves the synthesis of the first two – it is a "strategy of differentiation" [2, p. 147]. It is characterized by a particular activity of a teacher applying different approaches to male and female students in a mixed group.

This strategy, in fact, tests new administrative technologies in educational process, examines the possibility of creating the infrastructure management of this process on new principles. Making the difference between the manifested and the latent management, it is necessary to note that in the frame of the third strategy the accent is made on the latent management by the manifested behavior. The objective of this control is the formation of gender identity as a component of educating a free individuality of a boy and a girl. In addition to the principle of latent management by manifested behavior, this strategy is based on the principle of culture conformity.

Gender purposes of a society depend on its needs, and their peculiarity is largely determined by cultural background environment in which they are formed. For this reason, we offer two paradigms of gender education: education in a well-shaped cultural understanding of male and female mission - it is a patriarchal gender paradigm; and the education targeted at overcoming the stereotypes - it's an egalitarian paradigm [2, p. 148].

The focus on the egalitarian paradigm brings new vision of family relationships, it increases the sense of social responsibility and enables the possibility of self-realization of a woman and a man in a new quality. The support of the patriarchal paradigm leads to the cultivation of stereotypes of previous epochs, limiting individual freedom and the desire for self-actualization, and the isolation of certain social groups from decision-making.

But for the formation of egalitarian relations in a society these things are insufficient, because there must be changes in everyday human interaction. Feminist and gender fields of pedagogy are at the stage of formation.

In conjunction with the principle of “the formation of a free person”, the existing culture as a form of a dialogue between traditional male and female cultures in the relevance of this paradigm, egalitarianism allows to reveal the latent infrastructure management of gilaniy gender pedagogy as a dialog of cultures, and to define gilaniy pedagogy as culture confirmative, and the principle of formation of its methods as technologies of culture conformity.

In this connection it is appropriate to quote V.S. Bibler’s thoughts about the culture of the XXI century. "Culture is a form of simultaneous existence and interaction of people ... of different cultures, a form of a dialogue and mutual birth of these cultures. ... A form of communication ... a form of (co-existence) ..; a form of communication of individuals in the horizon of communication of personalities, a form of communication of personalities of different cultures. ... Is a form of individual self-identification in the horizon of his personality,...it is a form of free decision and re-decision of his fate ... "[3, p.288].

The transfer of the gender concept into the educational process, and the implementation of gender concept require special technologies, particularly in work with older people [4, p. 5]. Gender pedagogy has to become a necessary component of general pedagogical education. But there is a contradiction between the requirements for the professional careers in a particular field, on the one hand, and the lack of gender-specific training for teachers, on the other. It is necessary to develop a holistic concept of gender education and the mechanisms of designing gender culture on a gilaniy basis in a society.

In the present circumstances, when personal characteristics of a person are becoming crucial for the development of a society, the role of educational activities is of special importance. In addition to traditional questions: what to teach? and how to teach? , the question that was non-traditional for pedagogy - who teaches?- is also becoming very topical. The personality of a teacher is considered to be the factor which determines the trajectory of a future society.

For this reason, the training of a professional teacher taking into account the importance for the security of a society, becomes much more important than,

for example, the issues of training a personnel officer or a judge, a banker or an engineer.

One of the things which was fully adopted by society in recent decades is the influence of gender on the profession of a teacher. Gender identity has become an important component of his/her success in professional and personal spheres.

The modern system of student training ignores the gender aspect, creating a contradiction between his/her professional and personal spheres. In turn, this tension is translated to an area of teacher – pupil relations, thus reproducing in an implicit form a patriarchal culture, with its contradictions and social risks.

In contrast, gender identity based on gilaniy culture allows to remove these contradictions and develop personal creativity of a female teacher in the professional field.

The formation of self-identity of a teacher on the basis of gilaniy culture can fundamentally transform the professional culture of teaching in general. Considering its functions in reproduction and development of society, it will promote the principles of tolerance, democracy, taking into account the positive aspects and role of social equality.

Being a humanistic movement, gender approach in education can be based on the principle of respect for the uniqueness of a teacher's and student's personality, giving them equal status in educational process. Therefore, it can be based on an anthropocentric model of educational approach, which is opposed to theo-, nature- and socially centered models. Specialists recognize that this model is "... more concerned with the theory than practical implementation. Although the "regret" is very relative, as anthropocentric educational model has limitations and drawbacks, no less than the merits and advantages in comparison with other models "[5, p. 77].

For all the differences that exist, anthropocentric ideas and approaches can serve as a starting point for considering the issues associated with the application of these ideas in the field of education and upbringing.

The most important task set to education by the gender pedagogy is to shape the gender identity, which can be understood as "... a particular case of personal self-identification due to which a subjective 'sense of gender' appears and male or female model of behaviour is developed" [6, p. 31], as "the individual's perception and experience of oneself as belonging to a certain gender, as a rule male or female" [7], as "perception of oneself related to cultural definitions of masculinity and femininity" [8].

The set of tasks makes it possible to have a vivid picture of the requirements which can be formulated basing on what is listed above and realize the need for new methods of lesson planning and teaching. Innovation is revealed, in particular,

through a new approach to "... studying mechanisms of the socialization and adaptation processes, ways of managing them, their influence on the development of male and female individuality and reproduction of their essential forces" [9, p. 70].

The process of teaching on the basis of gender pedagogy is an approach to education as innovative, creative and communicative knowledge. "The educational procedure includes active listening, teaching critical thinking, development and understanding of the processes of the growth of conscience, possibility of choice of positions and decisions and articulation of one's viewpoint" [10, p. 59] – these words by N. Gaidenko are fully applicable to the methodological approach under study.

The implemented educational strategy can be defined as the "educational process", "educational experience". In this case the teacher/pupil dichotomy is out of place; the principle that is followed is "we all teach and learn". Each participant of the educational process has power, but this power is exercised depending on the contribution and interests in the "educational process".

Education with regard to the principles of gender pedagogy is organized and implemented with the use of such methodological positions as triangulation (simultaneous combination of several methodological strategies) and collaborative (cooperative) education as partnership and cooperation.

The aforesaid is especially important for the organization of the prospective teacher training at a higher education institution. Ye. Lutsenko believes one of the most "... promising fields of the gender pedagogy ... to be the specific characteristics of the professional activity of males and females", the study of which "will contribute to the development of the best conditions of professional educational activity of males and females in mixed and separate education" [11, p. 68].

Development of the gender culture of the prospective professional implies the appropriate organization of the educational process at a higher education institution of teacher training. Such organization can develop in three ways.

First, introduction of special courses into the general curriculum of teacher training. It should be noted that such courses are not a monolithic discipline with a sole methodology. While studying a particular issue during lectures or practical classes, several subject areas are integrated, for example, methods of psychology, sociology and biology, or approaches of philosophy, economics and political studies, or a convergence of such disciplines as history, music and art. Such interdisciplinary context creates quite favourable conditions for the development of new knowledge, the analysis of the problem from different angles and the development of new behavioral attitudes of male and female students.

The courses can adopt different formats. For example, groups, or psychological trainings, or lecture courses. It should be noted that in such a case, contrary to the traditional priority of lectures over seminars, there is no sense in establishing the hierarchy of educational procedures. The choice of the class format is determined by the fact that the projected transfer of competences can be characterized as the transfer of "changing", "searching" knowledge that leads to "collective understandings", which, in their turn, produce new knowledge.

Second, more importantly, classes in major courses are organized so that during day-to-day study students, prospective teachers, should absorb elements of such culture and form it as part of their professional and personal integral culture.

The major component of both areas is reformatting of the methodological part of teaching. This component is more important than the content. Indeed, one can speak as much as possible about the necessity to take into account the gender aspect in the professional activity of a teacher, about the organization of relations among the teachers on the principles of *gilanya*, but if these principles do not become "flesh and blood" of the teacher's behaviour, do not become part of the teacher's system of values, this will be a waste of study time.

Third, creation of a special polycultural environment which should contribute to the development of leadership skills of young people, their ability to take decisions, implement life projects, make a choice, link personal goals with social needs and to create opportunities for self-expression and self-actualization. It is necessary to involve young men into the gender projects in order to get rid of the stereotypes of gender inequality, develop skills of joint complementary activity in the sphere of the gender culture.

The key component of the required organization is what Ye. Yarskaya-Smirnova calls the latent curriculum. She writes, "The matter is that besides the explicit curriculum, there is a so called latent curriculum which reinforces the sexist definitions of males and females. The latent curriculum is, first of all, the organization of the institution itself, the gender relations at work and the gender stratification of the teaching job. Secondly, it includes the content of the subjects and thirdly, the teaching style" [12, p. 27-32]. At the moment the three elements she mentions do work; they not only reflect the gender stereotypes but also support the gender inequality by giving preference to what is masculine and dominant and underestimating what is feminine and untypical. Therefore, the task of teachers at a higher education institution is to organize their classes so that they become a model for the future professional activity of the teachers they train.

While developing the curricula, the three components mentioned above should be taken into account and planned.

In particular, it is necessary to take into consideration the fact that organization of educational institutions is not only the people who work there and the premises they occupy but also a system of rules followed by the people – members of the group, the teacher and students – in the process of their interaction, the order that allows them to work together in the course of a class. This aspect is especially important when planning and organizing classes in the groups trained to do the jobs that are labelled in the society as "male" or "female". The content of the curriculum and topics should take into account the language used during the classes; it should avoid the use of sexism, negative gender stereotypes or, if they are used, attention of students should be drawn to this. Besides, when reproducing stereotypes if they do not contradict the gender culture special attention should be paid to neutralizing the evaluative attitudes to them based on the better-worse attitude, emphasizing the complementarity of socially important roles played by males and females, their interchangeability in cases when it is possible. Ample use should be made of counter examples which disprove the hidden stereotypes of dominance-subjection in gender relations.

Curricula should be aimed at the creation of a "new" problem-oriented educational space where education is based on the research-problem, exploratory approach, which implies poly- and interdisciplinary approach. For example, the lecture material is not limited by the framework of traditional disciplines but lies at the intersection of disciplines and includes different approaches, different disciplines (anthropology, philosophy, biology, medicine, law as well as psychology, physiology, history, art, etc.).

The most important side of the education process organization is the organization of communicative processes which consist of verbal and non-verbal communicative practices. From this perspective, the latent curriculum can be viewed as meta-communication through which social control is exercised. The goal of communicative practices implemented during a class is to establish the teacher-student interaction and interaction between the students by placing them in the communicative plane where the problem under discussion is located.

Special attention should be paid to gender alignment of the communication manners, particularly assertion of personal self-expression and activeness, initiative of students of both genders not as a masculine way of meta-communication but as the characteristic of both social genders. In addition to the communication forms, attention should be paid to the teaching style. In particular, the forms of control over performance should be oriented at the avoidance of competitiveness and encourage equally respectful communication with each other and the teacher. It seems to be unnecessary and impossible to abandon individual forms of work of male and female students as some gender theories require.

However, the main emphasize of students' preparation for classes and their work during the classes should be placed on the collective forms of work.

The principles listed above were used by the author while developing the course "Methodology of Technological Education", section "Introduction to Gender Studies" as a course for all students of "Technology and Entrepreneurship" trained in the field of teaching technology and entrepreneurship.

On summarizing the main principles and methodological approaches which should be taken into account while developing methodological techniques of developing classes aimed at the development of the gender culture of the prospective teachers, the following can be asserted.

Introduction of the gender component into the practice of training of the students to become teachers implies the solution of the problem combining the complements of sociocentric and anthropocentric models of education. This is not the question of their opposition but rather a complementary identification of the strengths of each approach.

Introduction of gender special courses can become an instrument of such complement. Within the existing curricula, which remain sociocentric, it opens a space for the development of anthropocentric models of educational practices. With the view of the fact that these spaces are not isolated, that the teacher works with some basic disciplines too, this fact will contribute to humanization of the sociocentric model too due to the transfer of the teaching methods used in the special courses to basic disciplines.

In this connection it should be asserted that the main educational component of the gender special courses is not the explicit content as such (the knowledge component) but the latent content – skills and competences of interpersonal communication and search for a response for the arising problems. Here I am referring to the development of competences not only in students but in the teacher as well.

That is why the main conclusion can be formulated in the following way: while developing special courses, planning, organizing and giving classes, special emphasis should be placed on the latent curriculum of such courses, on the development of the students' special competences as an element of their prospective professional activity.

To ensure good quality of teaching the course, a set of methodological materials was designed, namely:

- 1) the course plan;
- 2) compulsory and supplementary literature;
- 3) methodological recommendations for the students to get prepared for each topic of the course;

4) methodological recommendations for the teachers.

The course includes topics connected with the history of the gender studies and problems of current interest, in particular: introduction: what is sex and gender; female and gender studies abroad; influence of the feminist traditions on the gender development; gender components; gender stereotypes; the role of mass media in preserving the traditional male and female roles; gender distribution in employment; gender aspect of the national system of education; applied aspect of the gender psychology; technological education: gender aspect (reflects the peculiarities of the field from the gender perspective).

The organization and conduct of practical classes are aimed at the development of the gender reflection skills, communication of partnership between male and female students. The class format is chosen with regard to the topic – group discussion, psychological self-diagnostics, role plays, original exercises and tasks. The biggest part of the class formats belong to interactive teaching methods.

The selection of methods, development of the methodology of class conduct were determined, first of all, by the ideas of the gender approach. The reading list is compiled so as to reveal the essence of scientific (but not replaced by the commonplace awareness) content of the gender approach in the educational and professional sphere of the prospective specialist's activity. In other words, the following principle is implemented: non-discovery of differences between psychological characteristics of males and females, their social roles, statuses and positions in micro and macro social environment which make their self-actualization in the family and professional lives more difficult.

The course follows the social-constructivist paradigm of gender studies and reflects the main substantial problems of gender psychology.

Each methodological development of a practical class or a seminar has a unified clear structure and includes the following sections: introduction, goals of the class, equipment, the procedure of work, questions to control students' knowledge, literature and appendix.

The **Introduction** section is theoretical. This section is an important part of a practical class to understand the specific features of gender studies as a new field of knowledge and a new discipline. It includes the basic information necessary to develop the class topic and is a brief summary of the appropriate lecture. It is the student who decides what amount of information should be reported during the class. The teacher makes a decision about the stage of the class when this information should be given - at the beginning of the class, during the discussion of the studied material or at the end of the class when the results are reviewed.

**Goals of the class** is a compulsory section of all methodological developments which aim the teacher and the student at the final result of the activity in the framework of the studied topic.

The **Equipment** section includes the list of all the equipment and materials without which the class is impossible.

**Procedure of Work** is the main section of methodological development which structures the class. It includes information about all the stages of the class, defines their goals and gives their detailed description. The substantive part of the section focuses on the possibility of the implementation of the methodology described above.

The **Control Questions** section of the methodological development is useful to the teachers and students. The teachers need it to make sure the main goals of the class are achieved while the students will find them useful for self-check and self-assessment of their knowledge concerning the topic of the class.

The final sections of each methodological development are **Literature** and **Appendices** which list all the necessary supplementary materials for the class.

In terms of their content, the classes are planned around the fields which reflect the current general structure of gender studies. In particular, these fields are:

- gender psychology reflecting the main issues of gender psychology, the content of the concept of gender, commonplace gender views, psycho-physiological and psychological differences between the genders;
- gender socialization represented by the classes which aim to help students to realize ways and mechanisms of the influence caused by the major socialization institutes (family, school, mass media) to create gender attitudes, stereotypes and views in the participants of the socialization process;
- gender characteristics of an individual, the field aimed at the analysis of the content of gender stereotypes, gender roles and personal attitudes and gender identity;
- applied aspects of gender psychology, including the works on gender in the field of pedagogic psychology, professional activity of a teacher and family relations;
- gender pedagogy.

In terms of methodology, organization of practical classes is based on the analysis of personality problems of male and female students which arise for gender-social differentiation. Such emphasis is made as it ensures greater involvement of students into the study than the use of somebody else's experience. Besides, under the conditions of the study time limit, such approach ensures the best possible achievement of the ultimate goal of the entire course study process, i. e. the establishment of a critical attitude to the social-gender hierarchy and

acceptance of the value of difference between the masculine and the feminine as complementary diversity developed by culture.

Practical implementation of this principle suggests the solution of a triune task:

- content of the study process;
- creating of a polycultural environment;
- the use of the methodologies aimed at dialogue and actualization of personal experience.

The practical result of the course is well demonstrated by self-evaluation of a female student (aged 20) at the beginning of the course, *"Family and work can interfere with each other, but I don't think they will happen together; I'll achieve ... I'll realize my potential professionally and in family. They'll take place in parallel. I have to make sure they don't interfere. To divide this sphere and that one."* And when she finished the course, *"I'm interested in achieving goals in some areas: professionally, as I said, to graduate from the university, to pursue a job; then, in personal life, to have a family, this is also a way of self-actualization, later, to have children. And besides, maybe, to have success. And material wealth, real wealth. So that the full set..."* Of course, such radical change in a student's self-evaluation does not happen often as one would wish it to be. However, it is a good example of the trend of the gender identity change which happens to the biggest majority of students.

The practical result of the use of the gender approach at a higher education institution should be not only the formation of the personal identity of prospective specialists based on the principle of gender-appropriateness but the transformation of the educational-tutorial process itself. In fact, for the Russian system of higher education, which can be characterized as sociocentric, this means integration into the lively fabric of the study process of a model based on different principles. If the current model is oriented towards the reproduction of specialists in accordance with the dominant social norms, then the gender component opens inside it a space for free expression of creative individuality of both students and teachers.

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