

Gender Characteristics of Communicative Culture in Future Teachers

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ABSTRACT

Successful interaction of subjects of educational processes depends on the level of teachers' communicative culture as an integral part of a holistic pedagogical process, as a means and conditions for the implementation of all tasks, functions and professional activities. It determines the social, professional and personal significance of modern teachers' communicative culture. The article addresses the issues related to the improvement of the quality in the field of teacher education and teacher communicative skills in terms of the competence and gender approaches. Communicative competence is presented as "a metacompetency" and "an integral", concrete expression of communicative culture in the person, which is highly significant in the professional preparation of teachers. Communicative culture of teachers is understood as a qualitative humanistic feature and the highest level of communicative competence. The gender approach, in its turn, is seen as a way of developing a personality, meeting international standards. Gender features of communicative culture in future teachers make it possible to ensure the success of gender socialization and the development of gender stereotypes in students. Thus, the purpose of this study is to define gender characteristics of communicative culture in future teachers as a condition for the effectiveness of their professional activities. The article discusses the results of empirical research (diagnostics) of the actual state and the features of communicative culture manifestations, caused by gender differences in students - future teachers. It also identifies their most important indicators, factors of communicative culture and gender features. We used the method of multivariate regression analysis to process the obtained data. The research results have proved the presence of gender-communication culture of performance in future teachers. If taken into account, it has a significant impact on the professional and personal development of the teacher. The study of gender features of students' communicative culture is important for determining the strategy and tactics of developing the skills future teachers need to implement gender mainstreaming in education. We see a systemic purposeful formation of communicative culture in future teachers, based on gender characteristics, as a prerequisite for the improvement of the quality in the field of modern teacher education and as one of the main trends in its modernization.

KEYWORDS

Education, gender approach, communicative competence, gender characteristics communicative culture of future teachers

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Introduction

The present stage of the social development is characterized by dramatic changes in social realities, the increase of its dynamism, openness and its controversial character. Today, the concept of the information society has gained a wide recognition. It is the society, in which financial capital and labour as its foundations, are giving way to information and knowledge and the awareness comes that the welfare of peoples and nations will be determined by science and education. The priorities of education are changing all over the world. Global and European trends determine its development, recognizing the leading role of the humanities in education. UNESCO declares the 21st century to be "the century of education".

Being an objective planetary process, globalization highlights the issue of global education, with pedagogical communication as a leading mechanism of its functioning.

Today, education functions as a multicultural-educational space, a special sphere, where individual consciousness joins global public consciousness, the dialogue among cultures and mentalities based on harmony, integration, human unity and readiness for the development of personal and professional improvement (Auhadeeva, 2014).

Under these conditions, education is seen as a prerequisite to planetary social progress and a leading factor in the development of mankind.

The leading trend of modernization in the sphere of Russian education is the improvement of the quality of general and professional education from the perspective of the competence approach as a basic strategy for education development in Russia.

From the standpoint of the competence approach, the formation of human competencies is both the main goal and the result of education. It is the competencies that the Education Committee of the Council of Europe sees as a necessary component of a quality education.

According to researchers, Aristotle can be considered the founder of the competence-based approach, as he studied the possibilities of the human condition, represented by the Greek "atere", which means a force that is developed and improved to such an extent that it becomes a personal feature.

The competence-based approach in education is associated with the inclusion of the concepts of "competence" (prosperity, solvency), "communicative competence" and the development of the concept of "social competencies of competences" (White, 1959).

Further development of the competence-based approach is associated with John Raven, who identified 37 competencies, considering that a part of them may be related to the intellectual and the rest to the emotional sphere, that they can replace each other, and are "motivated abilities" (Raven, 1998).

According to German researcher Ute Clement, greater "attractiveness" of the term "competence" in comparison with the term "qualification" is in its "open and inclusive value": "if "being qualified" describes functional correspondence between the demands for certain jobs and specific purposes of education, then competence must include the ability to act adequately to the situation in the broad areas" (Ute & Rolf, 2002).

At the end of the 20th century, the Council of Europe identified five groups of key competencies, which must be acquired by "young Europeans" for their optimal political, social, intercultural and interpersonal communication. The following key competencies were outlined: political and social competencies; competencies associated with life in a multicultural society; competencies related to the command of oral and written communication; competencies linked with increasing informatization of society and competencies in the field of continuing education (Hutmacher, 1997).

The analysis of key competences, conducted by the Council of Europe, makes it possible to determine an integrating value of communicative competence, which covers the most important aspects of everyday communication and professional competence of the younger generation, and confirms our understanding of communicative competence as the ability to enter the global scope of educational, professional and socio-cultural communicative space (Auhadeeva, 2014).

It accounts for the timeliness of raising the problem of improving the quality of communicative preparation of future teachers and the development of their communicative competence as an important component of general cultural competence of modern specialists. (Fahrutdinova, Fahrutdinov & Konopatskaya, 2014).

Methodological Framework

Based on the data analysis of the scientific literature, we identify five most important indicators of communicative culture (communicative abilities - Y1 and organizational abilities - Y2, communicativeness - Y3, integrative communication skills - Y4, functioning in the situation of communication, control of one's behavior, listening and understanding one's partner, and speech culture - Y5. There also exist twenty factors that characterize a social environment, conditions and a way of life, experience of communicative activity and individual psychological personality traits, which are considered as factors of "context", revealing the "internal" and "external" conditions of the communicative culture development. Among them are the following conditions: family composition (X-1), intensity of communication in the family and with relatives (X-2), parents' education (X-3), the number of friends (X-4), intensity of communication with friends (X-5), friendly relations (X-6) and satisfaction derived from relationships (X-7), tolerance (X-8), attitudes to learning (X-9), higher education academic performance (X-10), a level of understanding oneself (X-11), intensity of influence, which society exerts through the education system (X-12), a level of speech development (X-13), awareness of career choices (X-14), school performance (X-15), computer skills and their level (X-16), availability of a home library (X-17), health status (X-18), temperament (X-19), self-education (X-20).

We analyzed the actual state and characteristics of communicative culture in students of Kazan Federal University (formerly Tatar State University of Humanities and Education) in the total sample of 300 people, taking into account gender differentiations of student audience (male and female students).

The following methods were used to collect empirical data: methods for studying communicative and organizational tendencies (Sinyavsky and Fedorishin, 2013), tests to determine the level of sociability (Ryakhovskiy, 2013), tests to determine ethnic tolerance (Gromova, 2010), empathy level tests (Yusupov, 2009), Boyko's test of communicative tolerance, a test in communicative control; Leary test

(modification by Reshetnyak and Vasilchenko, 2007) aimed at researching gender features and characteristics in the personality structure; the questionnaire "Proverbs" (Klecina, 2009) on gender settings; a method of expert evaluations, surveys by authors (aimed at studying social environment, living conditions and lifestyle, experience of communicative activities, individual psychological characteristics of personality), etc.

We carried out an analysis of communicative culture in accordance with accepted indicators and factors and according to the method of mathematical statistics - multivariate regression analysis, based on the application SPSS 8.0 software. Thus, a coefficient of correlation between the indicators and factors of communicative culture was calculated. Communicative culture indicators were considered as dependent variables, while the factors affecting them - as independent variables. The level of correlation was estimated from the value of r ratio in accordance with the mathematical criteria (t-Student criterion). Tables and correlation models were constructed on the basis of a correlation matrix.

All indicators of communicative culture, according to the mathematical statistical criteria, have appreciable and strong ties between them, which allows us to consider them as natural objective features of communicative culture. Selected indicators and factors are both necessary and sufficient for its characterization and adequate to research tasks.

Results

The study was conducted in three phases with a set of specific tasks at each stage.

The first phase analyzes features, characterizing the level of relationships between indicators of communicative culture in young women and men. It allows us to determine the extent, to which each of the indicators is related to other indicators, the extent, to which each of the indicators combines them and has an impact on general characteristics of communicative culture.

The distribution of communicative culture indicators, according to the strength of their correlation with each other, has certain similarities and differences, seen when we compare the data on male and female students presented in Table 1.

Thus, in the first phase of the study we revealed certain similarities and differences in the relationship between indicators of communicative

culture in male students and female students: *a similar level* of correlation between the indicators of integrative skills, organizational skills and cultural norms in speech; *different levels* of correlation with respect to sociability and indicators of communication skills. Integrative communication skills are the most important indicator. They fully reflect the state of communicative culture in general.

In the second phase of the study we analyzed relations between indicators of communicative culture and factors affecting its formation and development. It enabled us to determine the extent to which each of the communicative culture indicators depends on the complex of these factors considered as a whole, and the degree of influence that each of the factors separately exerts on indicators of communicative culture.

Table 1. Ordinal distribution (№) of communicative culture indicators according to the level of their correlation.

№	Communicative culture indicators (matching in italics)	
	Male-students	Female-students
1	<i>Integrative communication skills</i>	<i>Integrative communication skills</i>
2	<i>Organizational skills</i>	<i>Organizational skills</i>
3	Communication skills	Sociability
4	Sociability	Communication skills
5	<i>Speech culture</i>	<i>Speech culture</i>

The analysis revealed the same ordinal distribution of the two indicators: integrative communication skills and sociability. Other indicators vary in the degree of relationship between the complex of factors in male and female students. Among the five individual indicators of communicative culture, the indicator of integrative communication skills has the closest links with the complex of the factors, which makes it possible to use it as a primary indicator of the formation and development of communicative culture.

The analysis of the degree of influence that each factor exerts on the communicative culture indicators revealed certain differences between the research data for young men and women.

The following factors have a marked influence on the communicative abilities of young men: the intensity of communication in the family, the number of friends and intensity of communicating with them and their temperament. In the case of young women, these factors are: parents' education, the level of self-knowledge, the intensity of society influence and self-education. The following factors have equal effect on the communication skills of both young men and women: relationship satisfaction factors, levels of speech development, awareness of career choices, their school performance and possession of home library.

As for the level of the relationship with the factors, organizational skills in male and female students have minor differences: young men are stronger influenced by the 'awareness of career choices' factor, their school performance, availability of a home library and temperament, whereas young women are more influenced by the level of self-knowledge and self-education.

Correlation models presented in Figures 1 and 2 show a good relationship between each factor and the performance of communicative culture indicators. (In the figure, to avoid surplus information, we omitted the cases of absence of connections and weak connections - 1st and 2nd levels). Correlation models allow us to see the level of dependence of each indicator on a given set of factors, as well as to identify the most significant factors that have the greatest impact on the indicators of communicative culture.

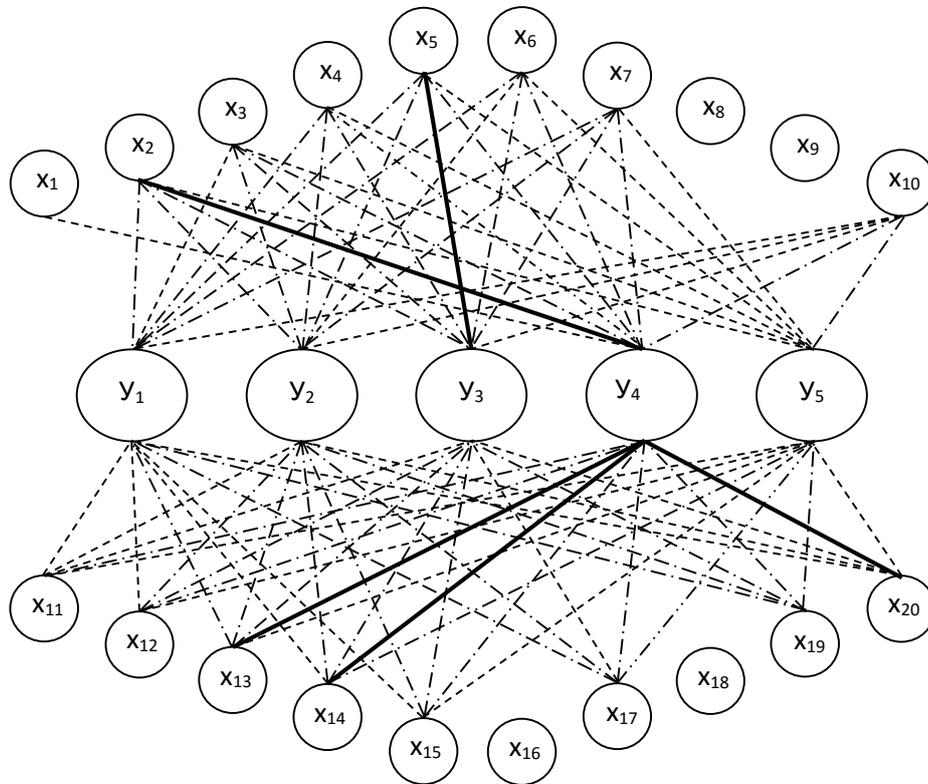


Figure 1. A correlation model of connection levels of communicative culture indicators and factors, influencing them in male-students.

Connection levels: moderate - (3rd level), marked - (4th level), a strong bond - (5th level)

For sociability, as an indicator of communicative culture, we found the same differences as for the indicator of organizational skills and strong ties with the factors of relationship satisfaction and intensity of the influence of society in the case of young women, and in the case of young men, it was the factor of intensity of communication with friends. The indicator of integrative communication skills has the maximum number of connections at the 4th and 5th levels. In the case of young men, this indicator is greatly influenced by the factors of family structure, the level of speech development, their awareness of career choices and self-education, and for young women, it is relationship satisfaction factors, the level of self-knowledge, the level of speech development and self-education.

Compared with other indicators, speech culture has more moderate connections (3rd level), which is especially pronounced in young men with only four notable connections (x-10,14,17,18), in contrast to women who have nine factors affecting speech culture (x-3,4,5,6,7,12,13,15,20), and they are completely different factors.

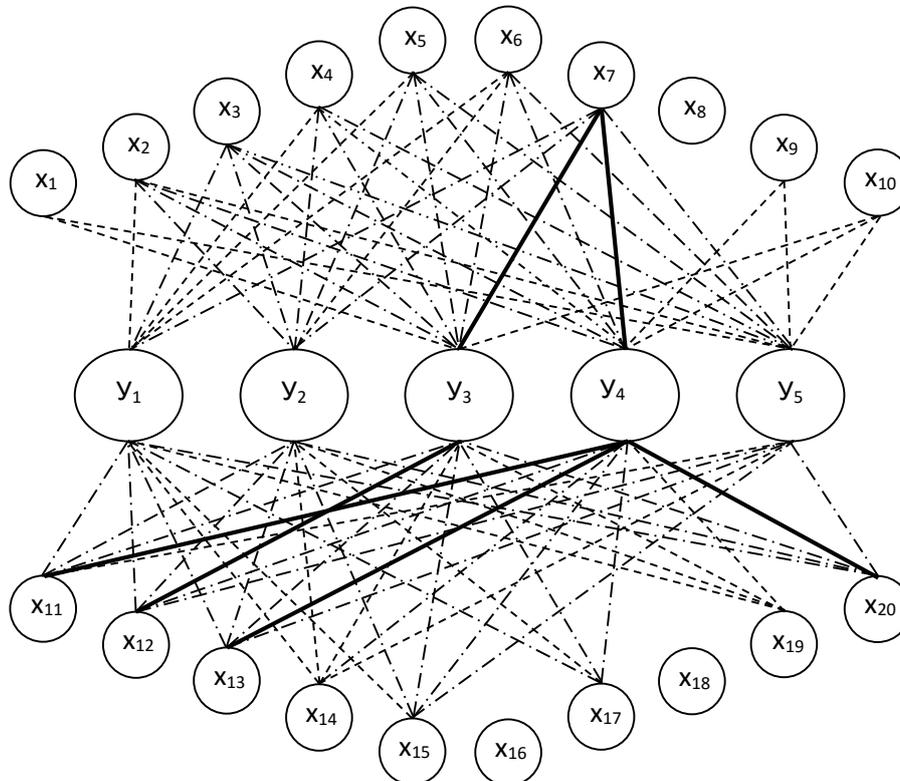


Figure 2. Correlation model of connection levels of communicative culture indicators and factors, influencing them in female-students.
 Connection levels: moderate - (3rd level), marked - (4th level), a strong bond - (5th level)

Thus, the results of the second phase of the study reveal that the greatest dependence on various factors belongs to the indicator of integrative communicative skills. Both male and female students have four strong connections. Relatively high dependence on the considered factors is found in indicators of sociability and organizational skills.

The following factors have the greatest effect on communicative culture indicators in males: the intensity of communicating with friends, *relationship satisfaction*, *the level of speech development* and awareness of career choices. Among females they are: *relationship satisfaction*, intensity of the influence of society, *the level of language development* and self-education. Coinciding factors are given in italics.

In the third phase of the study, we analyzed the relations between the factors, which influence the indicators of communicative culture and characterize individual psychological features of a personality, conditions and characteristics of a social environment and communicative activities of male and female students.

Of great interest is the analysis of the way these factors interrelate. Unfortunately, it goes beyond the scope of this article. Therefore, the data covering the degree, to which each factor influences other factors and all the factors in their entity, are collectively represented in Table 2, where the factors are arranged in decreasing order of total correlation value of interdependence between each factor and other factors.

Table 2. Ordinal distribution (№) of communicative culture indicators according to the level of their correlation.

Factors affecting indicators of communicative culture -X																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Serial numbers (occupied spaces)																			
M	11	1	4	3	2	9	1	13	12	10	8	5	2	3	4	14	7	13	9	6
F	11	6	5	4	3	9	1	14	10	13	3	2	2	6	7	15	8	13	12	7

Both for male and female students, the table shows obvious similarities and differences in the order of the factors. For example, the first and the second places are occupied by the factor of relationship satisfaction (X7) and the level of speech development (X13), respectfully, in students of both sexes.

The same places are occupied by X-1,6,18 factors (family structure, friendly attitudes in relationships and school performance). Other factors vary depending on the level of cross-correlations in males and females. Particularly great differences were found in the factor of intensity of communication in the family (X2), which ranked first for young men, as well as the factor of relationship satisfaction (X7). For young women, it was only the 6th. The factor of self-knowledge (X11) ranked 3rd in females, and 8th in males, the factor of awareness of career choices (X14) ranked 3rd in males and 6th in females, etc.

All these require a more detailed study at the individual level. Analyses and syntheses of the results enabled us to draw conclusions about the impact of each factor and to highlight the most important ones, as well as to determine the place of each one in the hierarchy of factors affecting the formation and development of communicative culture of the future teacher (Table 3).

According to the degree of influence that these factors exert on the formation and development of communicative culture, the following factor groups were identified: *leading, main, auxiliary and additional*.

The leading and the main factors are the most important individual psychological characteristics of students, conditions and features of their social environment and communication activities that have a significant influence on the formation and development of communicative culture of future teachers. Auxiliary and additional factors should be considered in specific individual cases.

Table 3. Distinctive features of the hierarchy of factors in their influence on the formation of communicative culture in male and female students.

Male-students		Female-students
Leading		
Intensity of family communication, relationship satisfaction, levels of speech development, intensity of communication with friends.		Relationship satisfaction, intensity of society influence, levels of speech development.
Main		
The number of friends, awareness of career choices, school performance, parents' education, intensity of society influence, self-education, availability of a home library, levels of self-knowledge, friendly attitudes in relationships, temperament.		Intensity of communication with friends, levels of self-knowledge, the number of friends, , parents' education, intensity of family communication, awareness of career choices, school performance, self-education.
Auxiliary		
Academic performance in higher education institution, family structure, attitudes to learning.		Possession of home library, friendly attitudes in relationships, family structure.
Additional		
Health status, tolerance, possession of a computer.		Temperament, health status, academic performance in higher education institution.

Discussions

The scientific literature review shows that professional competence is widely studied by foreign and Russian scholars, who discuss methodological bases of the competence-based approach to the quality of higher education and search for key competencies of competences (White, 1959; Raven, 1998).

Key competences are generally represented as core competencies that ensure normal functioning of a person in society.

Professional-pedagogical competence of the teacher is defined from different theoretical positions and is presented as a complex, holistic phenomenon that has many essential aspects specific to the teaching profession. The search for a core teacher competence leads to communicative competence, as the most popular component in all kinds of educational activities and as a leading invariant component of social competence, which determines individual interactions with society (Mitina, 2014).

Communicative competence can be regarded as "an integral", as a "metacompetence" of professional competence of the teacher (Auhadeeva, 2006).

Communicative competence has an integrating value for individual competencies of all types of professional preparation as it forms the basis for the development of professional multidimensionality: the ability of the specialist to perform multiple activities simultaneously (Yalalov & Kaiumova, 2015).

The significance of communicative competence for the teaching profession is determined by the fact that in real teaching practices communicative activity is a fundamental component of a holistic educational process. The teacher constantly carries out multifaceted communication activities. Thus, we develop professional and personal qualities in future teachers preparing future teachers for successful

communicative activities along with a purposeful formation of communicative culture. Communicative culture of the modern educator is significant for the improvement of efficiency of educational process and the development of national consciousness in students in the era of globalization in the sphere of education (Yarmakeev & Pimenova, 2014).

This study considers communicative culture of the teacher from the perspective of the competence-based approach, highlighting its communicative aspect in higher education. It also substantiates its communicative immanence and interdependence between competences and communicativeness (a competence develops through communicativeness and communicative competence is a basis for professional competence and all the types of competences (Auhadeeva, 2012).

At the heart of communicative culture of teachers is their communicative competence, integrating a complex structured composition of teaching competencies. Communicative culture of teachers is understood as a qualitative humanistic feature and the highest level of communicative competence. Communicative competence is a concrete expression of individuals' communicative culture in their professional significance. It accumulates personal qualities and professional skills in the field of culture of thought, speech, behavior and relationships, reflection and international communication culture. It determines the possibilities of joining multicultural educational space, the development of tolerance and appropriate cultural sensitivity and the success of intercultural communication. It forms a basis for the formation of intercultural competence (Khabutdinova & Bayanova, 2013).

In modern pedagogical science and practices, gender pedagogy, which is a relatively young branch of pedagogical science, is one of the important scientific trends. Russian researchers continuously discuss the gender approach, gender relations, gender education, focusing on education of children of different sexes (Auhadeeva & Zakirova, 2013; Bobovnikova & Bocharova, 2011; Gurian, 2011; Haste, 2013; Holfve-Sabel, 2012; Lahelma et al., 2014; Mudric, 2003; Klecina, 2009; Starovoitova, 2006).

The leading idea of the gender approach in education is the focus on the specificity of influence, which all components of the educational process exert on the development of males and females. It is implemented in the technologies of the educational process, content, forms and methods of education, pedagogical communication, and traditional gender stereotypes.

As known, stereotypes are understood and acquired by the individual in the course of gender socialization, and the main role in this process is played by the education system as a leading institution of socialization. It is the education system that is a basic model of the social world for children. That is where children act as subjects of public relations, they acquire models of behaviour, skills of interaction with people of different sexes. As a result, gender stereotypes are reinforced in the child's mind. Gender stereotypes determine both the success of interaction with the outside world in the present and future, and the possibility of personal and professional development and their life strategy as a whole. Modern school should take into account individual characteristics and abilities of boys and girls, and provide a gender-comfortable learning environment. This is possible under the condition that both female teachers and male teachers educate our students. One cannot deny the well-known fact that the pedagogical staff of Russian schools

mainly consists of women and every secondary school suffers from a lack of "male-effect of participation" in the organization of the educational process.

This is a serious problem of the modern school, thus the Gender Strategy of the Russian Federation (2004) points to the importance of reforming the education system, taking into account gender-oriented programmes that extend the capabilities of the sexes for their free spiritual development. It also stresses the need for the introduction of the gender component in the educational standards of all specialties of higher professional education. A gender perspective in national education is seen as the only way of upbringing an individual in accordance with international standards (Gender Strategy of Russian Federation, 2004).

The fact that traditional gender stereotypes of today do not correspond to the current realities and modern trends of social development is an urgent problem. Namely, these discrepancies, reflecting past experiences, make it difficult to gender socialization, they limit the abilities of self-development and self-realization in students (Kostikova et al., 2001).

Our studies have shown that almost all teachers are holders of traditional gender stereotypes that today do not correspond to current realities and modern trends of the social development. They reflect the past experiences and make it difficult to gender socialization and limit the ability of self-development and self-realization in students (Auhadeeva, 2014; Yarmakeev & Pimenova, 2014).

We need to take into account modernized stereotypes, as they reflect gender realities, and enable, to a certain extent, to anticipate the gender future.

Modernization of stereotypes, their diversification and the development of such important socio-cultural qualities as tolerance in teachers and students make it possible to change the very model of relations between the sexes and ensure the implementation of positive gender potential in the younger generation.

The main role in solving these problems is played by the teacher, the quality of their communicative skills and their readiness to create a comfortable learning environment for gender socialization of students, to raise the degree of awareness of students' gender qualities, their desire to correct gender stereotypes, etc.

As one of the most promising ways to improve future teachers' preparation, we underline the purposeful development of their communicative culture within the curriculum of higher education, which takes into account gender characteristics of students.

Our research studies the real state of communicative culture in university students, future teachers, and aims to identify gender peculiarities of their professional preparation. It is assumed that gender characteristics of communicative culture, developed under the influence of the environment and certain conditions of education, play an important role in attracting young people to teachers' training higher educational institutions, in their choice of a teaching profession, in their successful studies at university and ensure success of their future professional activity.

In our opinion, of special interest are the features of communicative culture in male students due to the real "lack" of male teachers in schools. The features of female students are no less significant because our task is to educate both young women and men to competently carry out ethically sexual differentiation of pupils in pedagogical communication. Teachers should be able to consider (and, if necessary,

adjust) the style of their professional activities related to gender identity, and avoid gender-determined role stereotypes as specific and severe barriers to the perception of the child's personality. And finally, teachers are supposed to be able to create gender comfortable educational environment.

It is necessary to conduct research into the real state of communicative culture in students in order to determine the strategy and tactics of communicative preparation and implement a purposeful and systematic formation and self-development of communicative culture in future teachers, taking into account gender differentiations.

We understand the formation of communicative culture as a process, monitoring its development. It is a specially organized and focused process of diagnosing, designing, implementing and monitoring the formation of communicative culture as a priority area of the personal development and professional preparation of students based on the systemic usage of: modern concepts of natural science; resource capacities of culture formation in teacher education in the course of educational, professional, vocational and extracurricular students' activities; the competence-based approach as a conceptual trend of modernizing education; the results of empirical research of the real state and manifestations of communicative culture, determined by gender differentiations of students. Its systemic nature is determined both by professional and personal development, when teachers' communicative culture, as an integrative systemic quality of the individual, becomes the leading element of individual-personal culture, manifesting itself in their professional and socio-educational activities and determining the possibility of its self-realization (Auhadeeva, 2012).

Conclusion

Thus, this study suggests the following conclusions:

- after summarizing the results of all three phases of this study, we can state that there exist well-defined gender-sensitive features, characterizing the level of connections between the indicators and factors and their effects on the formation and development of communicative culture of future educators;
- it is advisable to use an indicator of integrative communication skills as an indicator that characterizes best both males and females' communicative culture, (these include efficient communication skills, control of one's behavior, listening to and understanding the partner);
- it is also advisable to rely on the factors, identified in our study as leading and main, and treat them separately: for female and male students, while developing communicative culture in future teachers;
- it is necessary to use auxiliary and additional factors to enhance personalization and differentiation in the process of developing communicative culture in future teachers and to take into account gender characteristics of young men and women;
- research into gender features of future teachers is a prerequisite for improving the quality of training teachers for the implementation of the gender approach;

- systemic purposeful formation of communicative culture in future teachers, which takes into account their gender characteristics, should be regarded as one of the main trends in modernizing pedagogical education in Russia.

Recommendations

The content of the article have practical value for university teachers working with students - future teachers, for young teachers, for students of extension courses.

In view of the results of this study can identify a number of scientific problems and promising areas for further consideration: the deepening and widening of certain provisions contained in the article related to the improvement of the quality in the field of teacher education and teacher communicative skills in terms of the competence and gender approaches; determining the strategy and tactics of developing the skills future teachers need to implement gender mainstreaming in education.

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Disclosure statement

No potential conflict of interest was reported by the authors.

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