

**THEORETICAL PRINCIPLES OF PREPARING FUTURE TEACHERS FOR THE  
PROFESSIONAL-PEDAGOGICAL ACTIVITY DIRECTED TO THE SOCIALIZATION  
OF STUDENTS ON THE BASE OF A GENDER APPROACH**

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**Annotation:** In this article discusses the theoretical foundations and approaches of professional-pedagogical training focused on the gender approach to the socialization of future teachers.

**Key words:** Educational system, gender approach, socialization, individuality, person, component.

**Introduction.** We have come to the conclusion that the integration into the content of the subjects of the universally recognized and general professional block of the higher education institution and the organization of the elective course is one of the effective conditions that help to educate the gender-individual and gender-personal style of the personal behavior of the higher education student. However, in the course of experimental research, this statement was only confirmed, proving the reliability of the first condition of the research hypothesis. It follows that it is not enough to fulfill the first condition that helps to educate the gender behavior style of a higher education student.

A comparative description of a higher education student as a future specialist and higher education students as a representative of the country's intellectual potential status group, which we have previously given, shows that self-awareness based on the parity of the intellectual potential of students and the normative image of a person process is characteristic. A student of this category, unlike an ordinary student of higher education, is characterized by socially approved personal characteristics, motivation for cooperation and values of self-awareness. In this regard, the second condition of our hypothesis is reflection as a form of theoretical activity to understand the problem of gender socialization of the individual.

It was noted above that the second component of a person's gender behavior style is the reflective component. The criterion of this component is what we call a personal "pattern" determined by the type of reflexive position, the type of motivation, and the level of empathy. This component is a reflective process that involves student engagement with self-organization, self-determination, self-knowledge, and self-awareness. According to the gender behavior styles of a person, we distinguish the following personal patterns: the opposite pattern of male and female, the second gender of a person, and the pattern of personal behavior. We call the second and third patterns gender. As mentioned above, the gender "model" of the personality of a higher education student is changing and focuses on the values of the meaning of life, creativity, cooperation, family, mutual respect, and professionalism. Attention to a specific gender "model" helps to develop the student's self-awareness, his strategic thinking, sense of responsibility, motives of social cooperation, cognitive (comparison, similarity of emotional states) and predicative (ability to predict the state of another ) helps develop empathy.

The student identifies himself with one of his personal examples. Indicators of the reflexive position of students are the ability to use one or another method of self-awareness and self-management (preparation for activities, activation of imagination, self-hypnosis). Preparation for

activity is carried out through a psychotechnical method called activity (physical and mental relaxation). The use of concentration and visualization helps to update the student's personal experience with the problem of gender socialization. These methods help to activate the student's emotional memory, to restore the feelings he once experienced as a representative of a certain gender, and to develop intuition. Self-hypnosis helps to create an attitude towards the success of activities, relationships, communication.

The driving forces of activity, which are formed under the influence of the subject's living conditions and determine the direction of his activity, are called motives. Motivation is the general name of the processes, methods, and means of encouraging students to engage in effective cognitive activity, actively mastering educational content. Broad social motives (duty, responsibility, understanding of the social importance of higher education) are associated with the opposition of men and women. This is determined by the student's desire to express himself in society, to confirm his social status, narrow social (or positional) motives are oriented to the "second" gender by obtaining higher education, and occupying a certain position in the future, others' personal e' to be recognized is manifested in the desire to receive a worthy reward for your professional work. Motives of social cooperation are determined by the personal style of behavior and are aimed at different ways of interaction with others, confirmation of their gender role and personal position in the community.

According to A. A. Radugina, motivational events are repeated several times and become personal characteristics of a person. Such characteristics include the motivation to succeed and the motivation to avoid failure, as well as a specific locus of control, self-esteem, and the level of claims. These personal characteristics are manifested in a certain way at different levels of the social motives listed above.

From the point of view of humanistic psychology, the attitude towards the world and people around it, the ability to make independent decisions, free and responsible actions depend on a person's ideas about himself, his unique understanding. According to R. Burns, the concept of self-awareness is a complex multi-level education that allows a person to understand himself as a physical, emotional, mental, social being. We talked about how a person or a group of people is defined as a personality model, which is a normative concept, a real or imaginary person who motivates imitation and serves as the object of claims. These components of self-understanding are interrelated and influence each other and affect the way gender roles are performed. Therefore, it is the main means of self-esteem and evaluation of a person by other people, the formation of a person's image, and the development of gender behavior in accordance with personal models.

Personal qualities, his ability to penetrate the emotional experiences of other people through emotions, to empathize with them is called empathy. Empathy is sympathy, understanding of the emotional state, penetration, feeling into the emotional world of another person. Empathy is understanding, feeling the situation of another, the ability to express this understanding. There are following types of empathy:

- emotional;
- cognitive;
- predicative.

We determined the level of empathy of a person (high, medium, normal) as one of the indicators of the reflective component of gender behavior style. A high level of empathy is associated with emotional empathy, average - cognitive, normal - predicative empathy. Today, V. Frankl

considered the idea that the essence of human existence is related to his self-development activity to be relevant. According to the theory of V. Petrovsky, the psychological characteristics of the relationship of the surrounding people to a certain person and, in our opinion, its manifestation in another person is called meta-individuality.

## **CONCLUSION**

From the point of view of psychoanalysis, the complex system of relations between individual and collective consciousness is called personality. In the large dictionary of foreign words, personification (showing oneself in front of others) is called personification. It follows that the attitude of the surrounding people to this unique person is related to the behavior of a person, his personal characteristics (the ability to create a complex system of relationships between individual and collective consciousness). In this regard, the development of the gender-personal behavior style, which most contributes to the professional performance of the entire spectrum of social roles, is associated with a sufficiently developed reflexive position of the student of higher education.

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