

## Gender characteristics of communicative culture in future teachers

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### Abstract

© 2016 Auhadeeva, Yarmakeev and Aukhadeev. 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.

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### Keywords

Communicative competence, Education, Gender approach, Gender characteristics  
communicative culture of future teachers