

**COMPETENCE DEVELOPMENT OF THE WOULD-BE PRIMARY SCHOOL TEACHERS  
AIMED AT THE IMPLEMENTATION OF THE INDIVIDUAL AND DIFFERENTIATED  
APPROACH INTO PHYSICAL EDUCATION OF SCHOOLCHILDREN**

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Urgency foundation of the intended primary school teachers' training in physical education of schoolchildren is presented in the article, the training being oriented towards the due regard for their capabilities during their physical activity taking into account their state of health. The experience of foreign countries concerning differentiation and individualization of physical education intended for primary school pupils is considered. The definition of the notion "individuality-differentiated approach" is offered; the role of the intended primary school teachers competence in preserving and strengthening schoolchildren's health by means of physical education as well as the necessity of its realization on the basis of the individuality-differentiated approach are revealed. A brief content of the experimental methods aimed at developing the competence of the intended primary school teachers in ensuring the individuality-differentiated approach at the lessons of Physical Education in primary school as well as the results evaluation of its efficiency are described.

**ПРЕЕМСТВЕННОСТЬ ИДЕЙ О ЦЕННОСТЯХ МАТЕРИНСКОГО ВОСПИТАНИЯ  
В РОССИЙСКОЙ ПЕДАГОГИКЕ ВТОРОЙ ПОЛОВИНЫ XIX-НАЧАЛА XX В.  
И СОВРЕМЕННЫХ ГЕНДЕРНЫХ ИССЛЕДОВАНИЙ**

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Статья посвящена проблеме преемственности идей о ценностях материнского воспитания в российской педагогике второй половины XIX - начала XX в. и современных гендерных исследований. Дан анализ развития ценностей материнского воспитания с позиций исследователей, писателей и общественных деятелей в отечественной педагогике второй половины XIX - начала XX в. о положении и роли женщины в обществе, предназначении ее как матери, которое происходило на основе противоборствующих взглядов в русле традиционной (консервативной), радикальной и демократической тенденций. Рассматриваются основные идеи, в русле которых осуществляется развитие современных гендерных исследований: с природно-биологических позиций (эссенциализма), социокультурного детерминизма (акцидентализма) и с точки зрения целостного подхода. Обосновывается, что работы ученых о ценностях материнского воспитания в российской педагогике второй половины XIX - начала XX в. являются богатейшим отечественным психолого-педагогическим наследием, требующим изучения и дальнейшего осмысления, поскольку по своей теоретико-методологической основе их можно считать предтечей современных гендерных исследований с учетом социокультурных и экономических трансформаций, происходящих сегодня в обществе и системе образования.

**CONTINUITY OF IDEAS, VALUES MATERNAL EDUCATION IN RUSSIAN PEDAGOGY  
IN THE SECOND HALF OF XIX-BEGINNING OF XX CENTURY  
AND MODERN GENDER STUDIES**

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The article is dedicated to a problem of continuity of ideas related to the values of maternal education in the Russian pedagogy of the latter half of the XIX-th – at the beginning of the XX-th century and modern gender studies. The article analyses the development of maternal education from the point of view of scientists, writers and public figures in domestic pedagogy of the latter half of the XIX-th – at the beginning of the XX-th century. It touches upon woman's social status and role in society, her destination as Mother. These studies took place on the ground of antagonistic views in the tideway of traditional (conservative), radical and democratic trends. The article considers fundamental ideas in the direction of which current gender studies follow: from natural-biological positions (essentialism), sociocultural determinism and from the point of view of holistic approach. The article proves that the scientists' works on values of maternal education in the Russian pedagogy of the latter half of the XIX-th – at the beginning of the XX-th century are the richest national psychological and pedagogical heritage requiring studying and further apprehension since in its theoretic and methodological basis it may be accepted as precursor of present gender studies taking into account sociocultural and economic transformations occurring now in society and educational system.