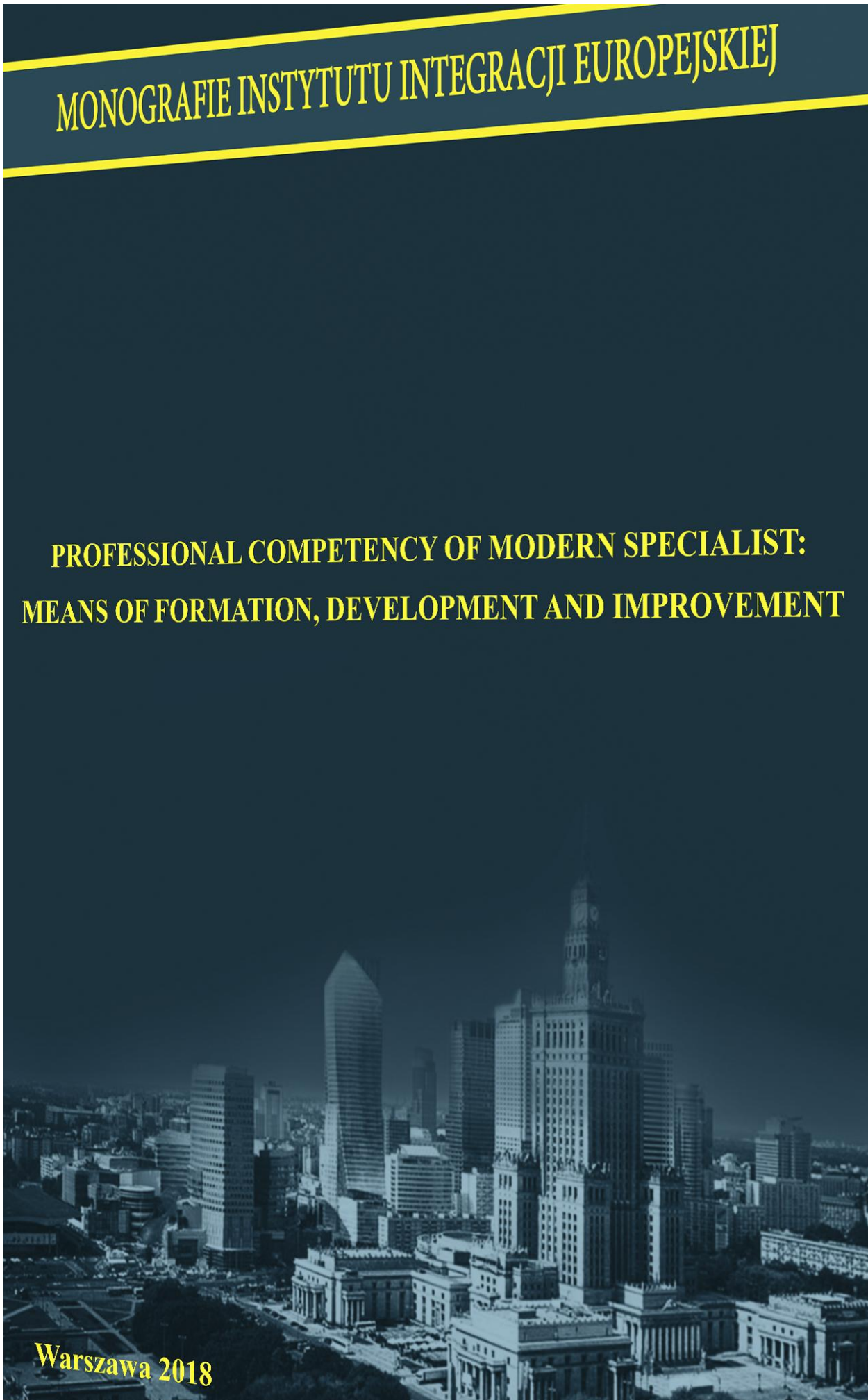


MONOGRAFIE INSTYTUTU INTEGRACJI EUROPEJSKIEJ

**PROFESSIONAL COMPETENCY OF MODERN SPECIALIST:
MEANS OF FORMATION, DEVELOPMENT AND IMPROVEMENT**

Warszawa 2018



**Institute of European Integration
(Warsaw, Poland)**



**Instytut Integracji Europejskiej
(Warszawa, Polska)**

**PROFESSIONAL COMPETENCY OF MODERN SPECIALIST:
MEANS OF FORMATION, DEVELOPMENT AND IMPROVEMENT**

Monograph

Warsaw, Poland
2018

*Recommended for publication by the Program and Scientific Council of
the Institute of European Integration, (№ 5-07, 12.10.2018)*

Scientific Board:

Grażyna Dzwonkowska – Chairman of the Board of the Institute of European Integration, Poland.
Anetta Zelinska – Doctor Habilitated, Professor, Department of Logistics, Wrocław University of Economics, Poland.

Agnieszka Generowicz – Doctor Habilitated, Professor, Faculty of Environmental Engineering, Cracow University of Technology, Poland.

Badri Gechbaia – Doctor of Economics, Associate Professor, Department of Business Administration, Management and Marketing, Batumi Shota Rustaveli State University, Georgia.

Joanna Kulczycka – Doctor Habilitated, Professor, Department of Strategic Research at Mineral and Energy Economy Research Institute of Polish Academy of Sciences, Poland.

Krzysztof Gaska – Doctor Habilitated, Professor, Faculty of Energy and Environmental Engineering Silesian University of Technology, Poland.

Reviewers:

Joanna Dobrowolska-Polak – Doctor of Political Science, Associate Professor, Instytut Zachodni, Poznań, Poland.

Antoaneta Alipieva – Doctor of Philology, Professor, Shumen University, Shumen, Bulgaria.

Professional competency of modern specialist: means of formation, development and improvement: monograph. Warsaw: BMT Eridia Sp. z o.o., 2018, p. 424.
ISBN 978-83-950153-6-6

Publisher: BMT Eridia Sp. z o.o.
erida@erida.com.pl

ISBN 978-83-950153-6-6

Authors are responsible for the content and accuracy.

Published under the terms of the Creative Commons
CC BY-NC 4.0 License

© Instytut Integracji Europejskiej, 2018
© Zespół autorów, 2018

CONTENTS

<i>Nataliia Saiko, Yulia Klymenko, Mykhailo Rakhno</i> SOCIO-PEDAGOGICAL AND PSYCHOLOGICAL CONDITIONS OF PROFESSIONAL TRAINING OF FUTURE SOCIAL PEDAGOGUES IN THE MODERN SYSTEM OF HIGHER EDUCATION OF UKRAINE.....	6
<i>Sheviakov O.V., Holovkova L.S.</i> PSYCHOLOGICAL PROVIDING PROFESSIONAL COMPETENCY OF METALWORK PROFESSIONALS IN UKRAINE AND CHINA.....	20
<i>Vereskliia M.R.</i> METHODOLOGICAL APPROACHES TO FORMING PROFESSIONAL COMPETENCE OF FUTURE ECONOMIC SAFETY MANAGERS.....	35
<i>Svitlana Myslovska, Kateryna Dobrovol'ska</i> ORGANIZATION OF EDUCATIONAL PROCESS WITH USAGE OF ELECTRONIC EDUCATIONAL AND METHODICAL COMPLEXES FOR UNSUPERVISED WORK OF STUDENTS.....	50
<i>Verhun Antonina, Bondarchuk Julia</i> CAPACITY BUILDING OF INSTITUTIONS OF HIGHER EDUCATION AS THE BASIS FOR FUTURE SPECIALIST PROFESSIONAL COMPETENCES DEVELOPMENT.....	64
<i>Mykolaichuk M.M., Mykolaichuk N.S., Rozputenko I.V.</i> EXPERTNESS APPROACH TO THE DEVELOPMENT OF INTELLECTUAL CAPITAL OF A REGION.....	80
<i>Ostapenko O. P.</i> FORMATION OF ENERGY-EFFICIENT COMPETENCE OF SPECIALISTS ON EFFICIENT USE OF ENERGY SUPPLY SYSTEMS WITH COGENERATION HEAT PUMP INSTALLATIONS IN ENERGY-ECOLOGICAL-ECONOMIC ASPECTS.....	98
<i>Kravets V.P., Kravets S.V.</i> FAMILISTIC PREPARATION OF A FUTURE TEACHER.....	113
<i>Naida Ruslana</i> PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF SELF-IMAGE OF THE FUTURE PEDAGOGUE UNDER STRUCTURAL COMPONENTS OF SELF- EDUCATIONAL PROCESS.....	133

<i>Borzenko O. P.</i>	
PROFESSIONAL DEVELOPMENT AND CREATION OF THE PERSONAL IMAGE OF THE MODERN FOREIGN LANGUAGE TEACHER.....	150
<i>Petrova Anastasia, Podzygun Olena</i>	
IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE FOR PROFESSIONAL COMMUNICATION.....	163
<i>Naumko Julia Sergeevna</i>	
INVESTMENT OF HIGHER EDUCATION AS AN ELEMENT OF REALIZATION OF STRATEGY OF DEVELOPMENT OF ECONOMY OF SUMY REGION.....	177
<i>Pilipenko N.M., Pilipenko V.V., Medved V.Yu.</i>	
EFFICIENCY OF THE USE OF INNOVATIVE TECHNOLOGIES OF TRAINING IN STUDYING ECONOMIC THEORY.....	191
<i>Lunov V.Ye.</i>	
THE PROFESSIONAL THINKING OF INDIVIDUAL: COGNITIVE-STYLE DETERMINATION, PERSONAL RESOURCE.....	204
<i>Galyna Buchkivska</i>	
PROFESSIONAL PREPARATION OF THE FUTURE PRIMARY SCHOOL TEACHERS ON THE BASES OF PEOPLE'S DECORATIVE-APPLIED ART (COMPETENT ASPECT)	217
<i>Viktoriya Korneshchuk, Marina Bodelan</i>	
THE RESULTS OF THE PEDAGOGICAL EXPERIMENT FOR THE FORMATION FUNCTIONAL COMPETENCE OF SOCIAL WORKERS ON THE STREET SOCIAL WORK.....	231
<i>Solomka Eduard, Oliynyk Vasyl</i>	
RESEARCH OF PROFESSIONAL SELF-DETERMINATION AND ADAPTATION OF YOUNG TEACHERS.....	244
<i>Maikovska V. I.</i>	
DEVELOPMENT OF FUNCTIONAL PROPERTIES OF GOODS AS A TOOL FOR FORMING THE ENTREPRENEURIAL COMPETENCE OF FUTURE SPECIALISTS..	258
<i>Balukh M.M.</i>	
HEALTH PRESERVING COMPETENCE FORMATION OF A FUTURE ELEMENTARY SCHOOL TEACHER AS A COMPONENT OF THEIR PROFESSIONAL COMPETENCE.....	272

<i>Ishchuk L.P., Kurka S.S., Ischuk G.P.</i> FROM THE EXPERIENCE OF TRAINING SPECIALISTS OF FORESTRY AND LANDSCAPE GARDENING.....	285
<i>Diachenko M. D., Polyezhayev Yu. H., Diachenko I. M.</i> COMMUNICATIVE COMPETENCY IN THE FRAMEWORK OF FUTURE SPECIALIST LANGUAGE PERSONALITY FORMATION.....	303
<i>Cherep Alla, Leibovich Alla</i> IMPROVING PERSONNEL MANAGEMENT ON THE RATING EVALUATION BASE.....	325
<i>Tsekhmister Ya.V.</i> THE HUMANISTIC-COMPETENCE PARADIGM OF THE PROFESSIONAL DEVELOPMENT OF INDIVIDUAL IN THE MEDICAL LYCEUM.....	337
<i>Kikinezhdii O.M., Kiz O.B., Vasylkevych Ia.Z.</i> THE PROBLEM OF PROFESSIONAL DEVELOPMENT OF FUTURE TEACHER IN THE CONTEXT OF THE EGALITARIAN PARADIGM.....	351
<i>Bublyk M.I., Petryshyn N.Y., Duliaba N.I.</i> INNOVATION STRUCTURE OF PRIORITY DIRECTIONS OF DEVELOPMENT OF UKRAINIAN HIGHER EDUCATION INSTITUTIONS.....	365
<i>Staverska T., Kaschena N., Zhylakova O.</i> FINANCIAL DIAGNOSTICS AS AN INSTRUMENT FOR PROMOTING SUSTAINABLE DEVELOPMENT OF THE ENTERPRISE IN A CRISIS CONDITIONS.....	383
<i>Maxyshko N.K., Bilenko V.O.</i> FORMATION OF PROFESSIONAL COMPETENCES FROM THE EDUCATIONAL-PROFESSIONAL PROGRAM "ECONOMIC CYBERNETICS" BY MEANS OF BUSINESS GAME.....	398
<i>Ivanov S. M., Bilenko V.O.</i> MODELING THE EFFECTIVENESS OF THE UNITED TERRITORIAL COMMUNITIES ACTIVITIES.....	411

Kikinezhdi O.M.,
Doctor of Psychology, Professor,
Head of the Psychology Department of
Ternopil Volodymyr Hnatiuk National Pedagogical University,
Director of the Scientific Research Centre of the Problems of Gender Education and
Upbringing Pupils and Students of
NAPS of Ukraine – TNPU by Volodymyr Hnatiuk, Ternopil, Ukraine

Kiz O.B.,
PhD in Psychology, Associate Professor of the Psychology Department of Ternopil
Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine

Vasylkevych Ia.Z.,
PhD in Psychology, Associate Professor the Department of
Psychology of the State Higher Educational Institution
«Pereiaslav-Khmelnysky Hrihoriy Skovoroda state
Pedagogical University», Pereiaslav-Khmelnyskyi, Ukraine

THE PROBLEM OF PROFESSIONAL DEVELOPMENT OF FUTURE TEACHER IN THE CONTEXT OF THE EGALITARIAN PARADIGM

Abstract. The article deals with the psychological mechanisms of forming egalitarian personality of future teacher, professional determination of students in modern controversial system of traditional / patriarchal and egalitarian / democratic coordinates. The humanization of the educational space of a modern Ukrainian school in the context of European integration requires a rethinking of a gender phenomenon in the systemic process of educational and professional preparation and development of the civic position of the young generation, which actualizes the problem of forming gender competences for future teachers as key life competencies, egalitarian outlook. This research investigates psychological effects of the gender stereotypes on the identity of young men and women in the Ukrainian society. The suggested psychological model of sex-role identification helps to generalize external (social-educational) factors and personal determinants of personalization of gender "I". The social and pedagogical factors and personal determinants of personalization of gender "I" on the principles of equality and parity of sexes are generalized. On the background of "general social transformation", young women are more likely to identify liberal settings, support for the equal distribution of family's roles, and try for equal opportunities for self-realization and building egalitarian relations than young men. These tendencies allow increasing subjective potential of personality, determining the psychological prospects for future life creativity of young women as a way to overcome usual stereotypes, which demonstrates the need of the development and implementation of gender specific ideological system of knowledge and practices, relevant to psychological principles of parity and self-realization of sexes. The authors model of gender and educational technologies as pedagogical support of sexual socialization of a personality during the period of her/his growing is developed and tested. The prospects of studying the problem of social modelling of gender in the students' environment, ways of forming the egalitarian personality of a future teacher are outlined.

Introduction.

Humanization of the educational space of the modern Ukrainian school in the conditions of European integration requires a rethinking of a gender phenomenon in the systematization of educational and professional preparation and development of a civic position of young generation, which actualizes a problem of finding effective mechanisms of the formation of an egalitarian personality of a teacher in order to harmonize the personal, professional and civic growth.

The aim of a national education is the priority of personal orientation in education, the development of the child as the subject of his/her own life, on a creative and self-sufficient personality, which corresponds to the formation of a creative, developing and non-discriminatory environment, relevant to the principles of parity and equality of the sexes, which ensures the full development of the individual, considering different characteristics (gender, age, disability, race, culture, religion, ethnicity, etc.).

Gender (parity) democracy is important because of the international acceptance and also of the internal dynamic of our country, the implementation of basic social programs, which improve the quality of life for two social and demographic groups – men and women, the deprivation of inequality between this sexes and the development of partnership between them, as an expression of social justice, the effective mechanisms of protection from the discrimination and so on.

In the White Book of the Council of Europe, there is an Intercultural Dialogue “Living together in equality and dignity” (2008) which defines the guidelines of peaceful coexistence in a free society for people of different races, religions and cultures. The division of social life into “male” and “female” as the old paradigm of “male domination - female subordination” goes back in time, because of its inefficiency in its various life spheres, starting from the micro-level of the family and ending with the macro level of the occupations’ division, leadership position, the ideology of the state. It will enable us to deconstruct patriarchal gender stereotypes in people's minds, to form unbiased attitude to abilities and a status of a person independently of his/her sex, an orientation toward the fullest self-actualization of a person mastering any spheres of people's vital activity taking into account peculiar archetypes, namely features of the mentality of Ukrainian ethnos.

Gender relations characterize the degree of democracy in a society as they determine the division of roles in the political, socio-economic and professional lives.

However the historical experience proves that it is inefficient to solve the problems of human existence, human or national security using only power, scientific or technological methods without the changes in the social consciousness and culture. Such changes are possible only through implementation into the consciousness of people and culture a particular system of values and value orientations as a humanitarian component of social life security. Hence the study of person's gender identity formation in the ontogenesis is promoted by a social need to reveal the social and psychological factors of youths' gender

culture formation, the necessity to study the inner mechanisms of person's identification with certain patterns of gender role behavior as well as social life democratization and egalitarian values formation. The cultivation of gender parity as a strategic way of socialization promotes the necessity of the gender formation study from the point of view of various psychological approaches, particularly genetic and cognitive.

The achievement of gender parity in education is one of the important aspects of the machinery of national gender government policy. The system of high education is an important agent of gender socialization of young people, which can be built on the principles of gender parity, or, vice versa, contains some forms of gender inequality.

The *aim* of the article is to determine the key factors of developing an egalitarian personality of a teacher in the context of the realization of the Concept of the New Ukrainian School; conduct a gender audit at the university; developing and implementing gender and educational technics of formation of teachers' gender competencies.

1. The teorethical and methodological basis of a research.

The main mission of a teacher is developing the ideology of equal rights and opportunities of all children regardless of their sex. The president of the National Academy of Pedagogical Sciences of Ukraine V. H. Kremen' clarifies the concept "Child is in the center" which means respect of the child's personality, his/her individuality, creating the necessary conditions for formation and development of a child. This slogan should identify the activities of modern teachers in school and beyond" [Kremen, p. 412–413].

It is a question of recognizing the value of a childhood, personally oriented study, civic education, the implementation of the cultural function in the new developmental and educational paradigm and the egalitarian socialization of the child, the formation of his/her educational, social, cultural and other competencies, values and tolerance, gender competencies, which are necessary for self-determination and conscious choice of life determination; the realization of the cultural and creative function in the new, developmental and educational paradigm, systemic and subject approaches to the gender socialization of a child on the basis of humanism and democracy; the expansion of the cultural and mental space for all participants of the pedagogical interaction on the basis of democratic values, in order to credo "live together in equality and dignity" (The White Paper on intercultural dialogue by the Council of Europe) "to join the globalized "We" and at the same time preserve the original life world, feeling own national "I" (M. Popovich) [Popovich, p. 16].

The "gender matrix" of Ukrainian pedagogics is a basis for the recent standards of equality of both sexes; the formation of an egalitarian outlook of parents and teachers; the creation of a positive model of education of girls and boys. The famous Ukrainian teacher Vasyly Sukhomlynskyi said: "The education of true men and true women begins with the formation of their civil personality qualities". These words isa guide to gender education of children.

It is known that the functioning of a gender constructs should be analyzed on egalitarian (partner) or dominant (traditional) sex-role models. An egalitarian (from the French “egalite” – equality) model of a gender is behavior is popular in societies where equality of sexes, interchangeability, gender sensitivity and tolerance are promoted at all levels of socialization – from family education to the state ideology.

The humanistic and existential paradigm in the analysis of gender development of person, describes the hierarchy of values and the orientation of his/her self-actualization as a representative of determined sex in various spheres of human existence (K. Wojtyła, A. Maslow, C. Rogers, V. Frankl).

In our opinion such phenomenon is vividly represented within the humanitarian and phenomenological approaches, and it enables to answer the question about the development of subjectivity, self expression and acquiring of “self” in the contradictions of life. Although the practical aspect of the gender identity question is quite “open”, however it has a profound inner layer, as it encompasses a lot of unrevealed psychological mechanisms of personal and spiritual development of a human.

Gender identification plays an important role in the formation of gender self-consciousness of a person, in formation of his/her self-image, and acquiring the requirements for gender-role behavior. Gender identity characterized as being marked by awareness of gender-role cultural standards as well as social and psychological instructions, accepting the traditional or egalitarian modes of behavior, formation of ego-structures in the continuum of masculinity and femininity, by representation of the individual experience of self-knowledge and attitudes to evaluating oneself and others, by agreement and balancing between the real and ideal gender Self.

The category “gender” has been examined in the context of S. Bem’s psychological conceptions, gender schemes and lenses theories, in particular polarization, androcentrism and biological essentialism, in which a certain analogy with L. Vygotsky’s conclusions on mentality “sign mediation” can be observed, when a cultural sign becomes a means of individual’s subjective behaviour in the period of his/her becoming an adult. Socialization assists child’s entrance into the gender culture of society. Moreover, socialization is the most important factor which defines construction of child’s gender identity, subjective activity in the process of gender “I” self-formation in relation to the age, closest development zone and main kind of activity, new formations in the psychological development.

The author’s model is based on understanding “gender identity” as a crucial personal formation in the structure of sex self-consciousness, which is manifested in different interactions and attitudes. Masculinity and femininity as individual’s attributes are the basic categories in the analysis of sex-role “I” formation. In addition, gender orientations (traditional or egalitarian) are important indicators of individual’s self-identification.

The young age is connected with gender self-determination, establishing of the behaviour fitting the gender role, and stable image of the "I" of men/women. As E. Erikson emphasized, "the young age is the most important period of the development, when the main crisis of the identity occurs" [Erikson, p. 98]. Uncertainty and indecision in gender identity are dangerous because it can hamper identity development.

2. Gender attitudes of youth.

Our hypothesis was that student (future teachers) is heavily influenced by both the traditional and egalitarian gender orientations in deciding on their private and public roles. Hypothesis was tested with Fisher coefficient, Mann-Whitney U-criterion, correlation coefficient and factor analysis. The most influential in the value system and perceptions of the future for both men and women are family roles; such roles are also dominant in the self-concept descriptions. Men view the ideal image of a woman in more traditional terms than do women themselves – women portray an ideal female as more intellectual and socially advanced. The findings show that while there are many similarities in self-views of young men and women, men is more oriented on traditional male values, whereas women maintain values of both traditional and egalitarian nature.

The results of content-analysis of the narrative "Who Am I" show the dominating gender roles in private family and public professional spheres of young men and women. As the cluster analysis shows, *gender belonging is realized through personal qualities*. We initially selected two large clusters. The first one determines the characteristics of the individuality of a person, such as: appearance, interests and hobbies. The second cluster refers to social descriptions, such as: public-political, professional and domestic roles.

We found no meaningful gender differences in such spheres as professional and domestic roles, interpersonal and gender qualities, hobbies and interests, which suggest the prevalence of personal, individual self-determination of the "I" in the samples of both sexes. At the same time the statistically meaningful (Student's t-criterion) differences were found in such subjective descriptions as the physical I ($t=-3,74$ at $p=0,0004$), emotional sensitivity ($t=2,17$ at $p=0,03$), confidence in oneself ($t=-2,56$ at $p=0,01$) and ability for self-expression ($t=3,59$ at $p=0,00$).

The role of physical attractiveness in descriptions of the physical I is considerably higher (almost 4 times) for young women. Another sex difference in the image of the I is emotional sensitivity (4,86 for young women : 3,26 for young men) which demonstrates higher meaningfulness of emotional sphere for personal self-determination of young women. We explain such sex differences with different level of adaptation of young men and women to the new social roles of a student and future professional. Young women acquire more confidence in themselves, which, in our opinion, is influenced by a) young women's higher social activity; b) fewer gender expectations in relation to young women's social roles and considerably more expectations in relation to the realization of masculine roles by young men.

In this age male students begin to feel the pressure of gender stereotypes of a breadwinner, protector etc. while having few possibilities for financial self-realization. The sex difference in the meaningfulness of self-openness (as for young women, its level reaches the mark of 8,48, while for young men it is 4,39) is possible to explain by the influence of gender socialization, as the society expects more empathy from young women. The statistical analysis of descriptions in the images of the real and future I shows similarities of the personal self-determination in different spheres of vital activities of young men and women.

In the ratings of meaningfulness of different spheres of self-determination, the sphere of professional self-realization takes the leading place. In the image "I am today" the meaningfulness of professional sphere for young men is lower in comparison with the image "I am in future". At the same time in the image of the future I for young women the leading place is taken by the emotionally expressive sphere. These findings are confirmed through the analysis of descriptive self-characteristics presented by young men and women in narratives "I in 20 years". The qualities which are marked by young men as necessary for a woman have truly feminine character, for example, "faithful", "beautiful", "tidy", "thoughtful", "tolerant", "tactful", "complaisant". The responses for young women include unique feminine qualities, for example: tenderness, meekness, love, and children. The anti-ideal qualities are completely opposite to afore-named ones, as, for example, "negative", "fickle", "bad hostess", "has bad habits related to alcohol and smoking". It is not surprising that 94 per cent of young people think that the image of an ideal woman has to have traditional nature, and 95 per cent consider that the image of a real man must be of traditional nature, too.

We should note that nothing is mentioned about the wife as a professional, statesman, about her possibilities to take up sports or hobbies. Only 40 percent of young men consider that professional employment of a wife is possible, but not obligatory, and only on the condition of "a good job", "that she is able to devote more time to her family and children".

Similar options are traded in the narratives by young women where they describe their future: "I am cheerful and tidy when I meet my husband when he comes from work. I gave lessons of English to my children, took them to the pool, and while they were there, I visited the fitness center", "I still have a slender body and look young. I have time to take care of myself, visit a beauty salon"; "My wife brings me coffee in bed. She has time for sports and for the care of all family members". The development of gender identity at the age of a young adult occurs on the basis of both conscious self-determination in continuum of masculine-feminine behavior and choice of individual meanings of gender roles (a considerable percent of young men and young women reached the highest degree of individual identity in J. Marcia's test and the androgenic models of gender role behavior in accordance to S. Bem's questionnaire as well). Number of students that "lag behind" at the level of diffusive identity (most of them are males), which demonstrate the sex-determined behavior, or show complete confusion in relation to the gender role.

Although the majority of respondents of both sex esshowed traditional orientations, the comparative analysis of their structure (from the point of view of the cognitive emotional and behaviour constituents of gender self-determination in S. Bem's questionnaires show the signs of destruction of bipolar gender orientations of student youth. The proof of it appears in the similarity of repertoire of social roles in the self-determination of "I am a man/woman" and also in the context of narratives "Who Am I" (today). The gender roles selected by young men and women do not fit the "Procrustean bed" of their patriarchal division, as they contain quite a lot of egalitarian constructions of self-determination in professional occupations, identification, and communications. The future of students in their gender scenarios of life can also be described from the point of view of the ambivalent.

The general sample was 170 respondents – 86 young women and 84 young men between the ages of 18-21 enrolled in a pedagogical university. The test showed high reliability due to internal consistency: the coefficient of correlation between the scales of egalitarian and traditional values is folds $r=-0,95$ ($p=0,0001$).

Majority of males in the sample showed agreement with the following statements: "there are a lot of words and phrases which can not be pronounced by women but they are allowed to be spoken by men" and "women must not visit the same places which are visited by men, and women must not have the same degree of freedom as men". The students are aware of the myth that the "weaker sex" is subject to psychical disorders, depression and anxiety more frequently. These beliefs found the confirmation in the agreement with the statement "Women are too sensitive to become good surgeons". The apotheosis of traditional opinions of young men was their denying the professional suitability of women for various types of activities "Woman must recognize their intellectual narrow-mindedness in comparison with men". Young women showed more egalitarian views than did men in relation to physical attractiveness of both sexes to taking care of the figure, keeping a healthy way of life etc. For example, women showed greater agreement with statements "A modern woman is obliged to care about her figure no more than her husband cares about his" and "Youth and beauty of a woman are the main guaranty of her happiness".

The analysis of results of the questionnaire based on M. Jenkins' method showed that most young men and women share traditional (patriarchal) values to some degree [Hyde]. However, there were sex differences in gender orientations of young men and women. Young women are more oriented on the egalitarian relations in the domestic sphere, in sex behavior, marriage and pre-marital behavior. Traditional views of young men refer to the social and politic legislative sphere.

Bipolarity of judgments of young men and young women about traditional and egalitarian value are presented in picture 1.

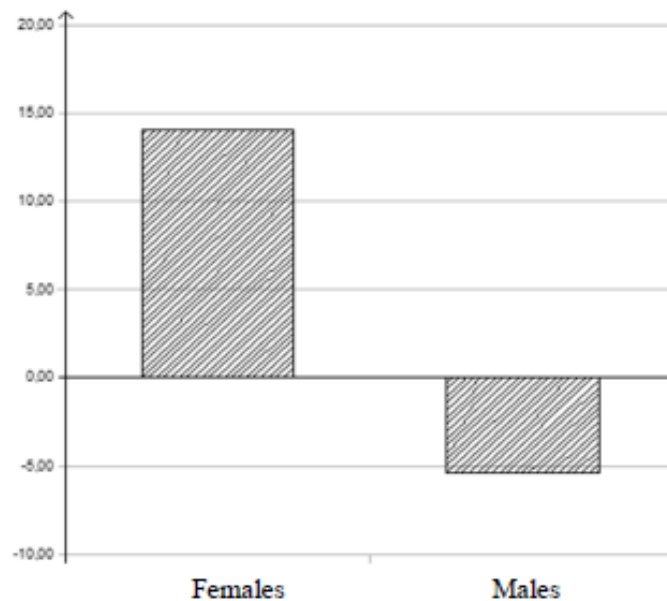


Fig. 1. Bipolarity of the division of gender orientations of student youth in sex selections

Traditional values are directed against the expansion of space of a woman in relation to the professional activities. Women students admit egalitarian with men in the domestic sphere, but they share patriarchal opinions in relation to financial and legal responsibility of a husband.

3. The results of gender audit of the university.

The achievement of gender parity in education is one of the important aspects of the machinery of national gender government policy. The system of high education is an important agent of gender socialization of young people, which can be built on the principles of gender parity, or, vice versa, contains some forms of gender inequality. Therefore, the project "Gender mainstreaming in higher educational establishments of Ukraine" and its implementation were positively perceived by the administration of the university, because gender audit allows to explore the compliance of the principles of gender equality in the university and determine the ways of implementation of gender-sensitive technologies in the practice of high school in order to create egalitarian personality of future teachers and gender culture of students.

The current regulatory framework of higher education in Ukraine and statistical indicators give reasons to consider higher education, de jure, with minimal manifestations of gender inequality. However, de facto, there is a gender asymmetry.

The goal of gender audits is analysis of the universities in gender discourse of public policy. The survey includes: 130 teachers (64 women and 66 men) and 298 students (180 female students and 118 male students).

The tasks of G. A. are:

1. Explore the availability of gender resources in the system of equality - inequality (policy and strategy of education, training programs, institutional practices, methods of teaching and forms of assessment, the nature of gender interaction, etc.) in order to make a critical analysis of the university's experience for implementation of complex gender approach;
2. Determine, whether personnel policies of the university is gender-sensitive in general and in specific substructures;
3. Determine the correlation of men and women on different management ranks and level of feminization and masculinization of faculties and specialties;
4. To conduct a qualitative analysis of statistical indicators of gender equality with their further interpretation;
5. Spread of information about methods, rules and attitudes to gender problems of students and professors of universities, their views and installings in the system of democratic or patriarchal coordinates;
6. Outline the problem sphere of deepening the gender studies in the academic field and define general guidelines for implementation of gender components in higher school.

In the research we were interested in the dynamics between professional and private spheres for young men and women in the image of future. It was discovered that young men are oriented on building their career in identification of the future I to a greater degree, while young women show greater dependence on the domestic sphere. Both in the I-present and in the I-future the dominant tendency is professional activity for young men and domestic activity for young women. Gender social modeling has been revealed in stereotyping of thinking and conscience of sex and age samples concerning different spheres of activity and choices of occupations, building up a career and its connection with family roles, prestige and social status etc., which is a confirmation of existing phenomena of "glass ceiling", "dual employment", and inferiority position of female faculty. The gender imbalance is manifested in "masculinization" and "feminization" of students body (the significant predominance of female students (28,6%:15,5%). The subsequent career according to students' sample is directly divided into traditionally "female" and "male" that do not promote the development of the subjectivity of a person, his/her creativity and competitiveness, successful self-realization.

In particular, more skeptical attitude of male faculty to equality of sexes has been noted; validation of a problem of inequality by biological, innate peculiarities of sexes; predominance of androcentrism in communication that leads to gender insensitive attitude in subject-subject interaction on all levels of higher educational institution, inadequate analysis by the youth and staff of the educational institution of gender discrimination practices (nearly half of the male respondents pointed out indulgent and patronizing attitude of faculty to female students, less exacting and more friendly attitude to them. Almost equal number of male and female respondents has pointed out more benevolent attitude to male students at university. That is, in their opinion, connected with feminization of academic groups and special attitude to considerably smaller number of boys).

4. Psychological model of professional development of future teacher.

The author's model is based on understanding "gender identity" as a crucial personal formation in the structure of sex self-consciousness, which is manifested in different interactions and attitudes. Masculinity and femininity as individual's attributes are the basic categories in the analysis of sex-role "T" formation. In addition, gender orientations (traditional or egalitarian) are important indicators of individual's self-identification.

Psychological model demonstrates such principles of gender identity construction: interconnection and interrelation of social and psychological processes of sex-role self-identification on social and individual levels; behaviour differentiation based on individual's sex; asymmetry; polarization-opposition; hierarchy; andro-feminocentrism or egalitarianism, sexism as a biased and stereotyped attitude; evident and "hidden" discrimination, gender stereotypes, etc.

Practical application of the model provides a possibility to assume that:

- the phenomenon "gender identification" is a universal mechanism of integration and differentiation of various identifications in the individual's development ontogeny. This mechanism functions as an individual's values and sense self-identification with representatives of the same sex, with the behaviour and performance of social and family roles typical of this group of people;

- sex-role identification is an index of personal maturity, a result of universalization and individualization of human values, equality, democracy, and humanism.

Gender discourse is a new area of educational technology in schools and universities, which stimulates mental space to look for a cultural development in all participants of pedagogical interaction "parent – child – teacher". It builds gender partnerships in humanization of social relations.

Gender in the home pedagogical inheritance is the determination of equal participation of the sexes in the educational process, in the preparation for the realization social roles in the family and in the society, opportunities of achieving successes in any spheres of social vital functions. Gender culture as the system of forms and methods of the organization of the educational process promotes the becoming of the personality of a woman and a man as even and equal in human rights creatures. Gender pedagogics in the context of the humanistic approach is a complex of knowledge and methodological approaches, directed at the acquaintance with basics of principles of the gender education which has to grade the influence of patriarchal stereotypes in favour of the individual way of the development of a personality. The essence of the gender competency orients a teacher at conducting of educational informational and practical work, directed at the theoretical and applied solution of the current problems of gender character. Pedagogical direction of the gender development means the promotion of the conscious self-determination of young people in the building of the parity intersexual relations on the basis of individual makings, interests and inclinations.

5. The formation of gender competence of future teachers.

Gender competence ensures the success in both spheres – autonomous activity (give a sense of inner harmony), and the ability to build harmonious relationships with others, using gender technology for orientation in modern life. In turn, self-orientation of boys and girls is determined by gender issues: how to choose the right basis for the family relationships, which opportunities and limits has the traditional and egalitarian gender roles, the gender inequality may cause the refusal from the beloved profession, it may also cause the absence of the representatives from the demographic groups in leadership positions in the legislature, in politics etc.

Gender competence may be named as “key competence”, because it develops the ability of self-realization and self-improvement, the ability to build partnerships, to be competitive in the market, to maintain the democratic principles in the private and social life.

The implementation of gender-educational technologies enables youth to acquire gender knowledge, to build and test their “Ego” in different situations, to practice and implement the principles of partnership, gender equality. Gender competence ensures the success in both spheres – autonomous activity and the ability to build harmonious relationships with others, using gender technology for orientation in modern life.

The activities of the School of Gender Equality (SGE), established at the Center for Gender Studies TNPU, named after Volodymyr Hnatiuk, became the basis for development of comprehensive educational program for youth “Gender culture of youth”, namely:

- to develop fundamental and applied gender studies;
- to apply gender and education-oriented technologies based on the concordance of the principles of progressive ethno-cultural traditions of the person-centred and egalitarian approaches;
- to develop and improve gender standards in education;
- to study the methodological bases of youth gender competencies formation as a peculiar system of gender knowledge and practices adequate to sex parity principles in the context of modern European integration processes;
- to expand the network of gender-oriented educational establishments and public organizations on the regional, national and international scales;
- a systematic module of gender enlightening of teaching staff, different forms of developing and correctional work with students, parents, teachers have been developed and implemented in educational establishments of different levels.
- to promote the activities of legislative and executive authorities in the state gender policy;
- to prepare young Ukrainians for family life and responsible parenthood.

Conclusion.

This research shows that young women are more oriented on the egalitarian relations whereas young men tend to endorse traditional gender orientations. Gender identity in both samples has perceptibly stereotypical nature, although less so among females.

Understanding and developing in young Ukrainian generation skills of gender competencies will enable to form impartial attitude towards the capabilities and status of a person regardless his/her sexual belonging and will give the possibility to orient to the fullest self-realization of a personality in mastering any sphere of human life activities. Reference gender identity in both selections has perceptibly stereotyped nature. Girl-students show liberal options more often, they support the equal division of roles in a family. Inheriting old stereotypes and accepting new, own values, modern students remains on the cross-roads of gender self-determination. Gender differences were found in the functional and industrial values wherein males place more emphasis on social comparisons and self-control.

The traditional gender identification of young women is displayed mostly in the spheres of their life activities connected with reproductive and educational functions, and as for young men, it is displayed in the execution the functions of a bread-winner, defender. Both sexes come under the influence of sexual stereotypes in the field of the development of individual contacts.

This research shows the necessity of creating and implementing the gender policies based on the psychological principles of parity and androgyny of sexes, and on self-development and full vital realization of an individual. Development of gender competencies among young Ukrainians will enable to form a fair attitude towards the capabilities and status of a person regardless of his/her sex and create the possibility for maximum self-realization in mastering some sphere of life activities.

Inheriting old stereotypes and accepting new, own values, modern students remains on the cross-roads of gender self-determination. Girls are more oriented to the egalitarian relations, than boys, in whom traditional gender orientations prevail. Reference gender identity in both selections has perceptibly stereotyped nature. Thus, life self-determination of youths is more conservative, stereotyping: "masculine" one is the activity in social, politic economic spheres, and everything "feminine" continues to be associated with a family, home duties, education of children. Girl-students show liberal options more often, they support the equal division of roles in a family; they want equal rights and possibilities for personal self-realization. These tendencies allow to state the growth of subject feminine potential, outline the psychological prospects of future life creativity of girls-students as the challenge for the traditional stereotypes.

Almost the same volume and symmetry of gender prejudice as to both sexes has been found out. However, men (faculty and students) take stronger sexist positions than women.

The extension of a range of information and educational component of a gender approach (gender audit tools design, the statistical data collection, tendencies and phenomena, such as "acquired helplessness", "fear of success", "glass ceiling" etc. description and analysis; antidiscriminatory practice, its approbation in all-Ukrainian network of the gender educational centres) will assist further institution development of gender in social and humanitarian space.

The egalitarian socialization is congruent with personal-centred (non-violent) approach in education, as the most progressive and productive community of equal individuals of different sexes. In this sense the initial assumptions of personal egalitarian approach as a basic strategy of socialization and education cover the implementation of the idea of equality of sexes and their interchangeability; indetermination of biological belonging of gender roles; approval of egalitarian ideology: gender competence as awareness of sex-role norms of conduct, gender sensitivity as means of creation conditions for the general development of the representatives of different sexes despite of gender stereotypes and prejudices, the ability to solve educational problems from the point of egalitarian gender ideology and gender tolerance as respect of fundamental rights and freedoms.

The gender competence of a psychologist and a teacher is a kind of professional knowledge that determines their position in theoretical, methodological and practical professional activities.

Gender teacher's knowledge includes the following ideas: bipolar construct of gender (polarization of masculinity-femininity as a rigorous definition of sexual roles in the patriarchal culture); androcentrism as a tradition of subordination of the female and domination of the male; egalitarian (partner) gender construct; sexism as a biased and stereotyped attitude; "open" discrimination as a practice of different educational programs for boys and girls; "hidden" discrimination as a model of the formation of gender stereotypes in the content of educational materials; stereotypical opinions about gender among teachers.

The future directions of research are the development and implementation of innovative gender-educational techniques to educational institutions for prognostics of the equating of self-realization opportunities of youth as a strategic direction of their egalitarian socialization and providing of the national mechanism of the state gender policy.

References

1. Bem S. Sex-role adaptability: One consequence of psychological androgyny. *Journal of Personality and Social Psychology*, 1975. – № 31. – P. 634–643.
2. Erikson E. N. The problem of identity. *Amer. Psychoanalyst. Assn.* 1956. V.4. P. 56-121.
3. Voityla K. Subiektyvnist i «te, shcho ne piddaietsia reduktivni» v liudyni. *Dovid liudskoi osoby: Narisy z filosofskoi antropologii* /. – Lviv: Svichado, 2000. – S. 19–27.
4. Kremen V. H. *Filosofia liudynotsentryzmu v stratehiakh osvithnoho prostoru*. – K.: Pedahohichna dumka, 2009. – 520 s.
5. Vyigotskiy L. S. *Sobranie pochineniy: v 6 t. / L. S. Vyigotskiy / pod red. A. R. Luriya, M. G. Yaroshevskogo*. – M.: Pedagogika, 1982. – T. 1. – 488 s.
6. Hofstede G. *Masculinity and Femininity: The Taboo Dimension of National Cultures*. – Thousand Oaks : SAGE Publications, 1998. – 238 p.
7. Hyde J.-Sh. *Half the Human Experience: The Psychology of Women*. Lexington–Massachusetts–Toronto: D. C. Heath and Company, 1991. – P.475.
8. Leary V. E. Some attitudinal barriers to occupational aspirations in women. *Psychol. Bull.* – 1974. – № 81. – P. 809–826.
9. Maccoby E. E., Jacklin C. N. *The Psychology of Sex Differences*. Stanford. CA : Stanford University Press, 1974. – P. 391.
10. Marcia J.E. *Friedman Identity in adolescence: handbook of adolescent psychology. Ego identity status in college women*. – 1970. – V. 38. – № 2. – P. 249–268.
11. Mischel W. Sex typing and socialization. / W. Mischel; [eds. P. H. Mussen // *Carmichael's handbook of child psychology*. – New York: Wiley, 1970. – Vol. 2. – P. 3–72.
12. Parsons T., Bales R. *Family, Socialization and Interaction Process*. London, 1956.
13. Rokeach M. *Beliefs attitudes and values / M. Rokeach*. – 1968.
14. Hovorun T., Kikinezhdi O. *Genderna psykholohiia*. K.: Akademiia, 2004. 308 p.
15. *Genderni doslidzhennia: prykladni aspekty / V. P. Kravets, T. V. Hovorun, O. M. Kikinezhdi ta in.; za nauk. red. V.P.Kravtsia*. Ternopil, 2013. – 400 ps.
16. Kikinezhdi O. M. *Genderna identychnist v ontogenezi osobystosti : monohrafiia / O. M. Kikinezhdi*. – Ternopil : Navchalna knyha – Bohdan, 2011. – 400 sp.
17. Kimmel M. *Genderovane suspilstvo*. – K. : Sfera, 2003. – 490 ps.
18. Kon Y. S. *Sotsiologicheskaya psyhologiya / Y. S. Kon*. – M.: Moskovskiy psihologo-sotsialnyy institut ; Voronezh : Izdatelstvo NPO "MODEK", 1999.
19. Kun M. Markpartlend T. *Empiricheskoe issledovanie ustanovok lichnosti na sebya. Sovremennaya zarubezhnaya sotsialnaya psyhologiya [pod red. G.M. Andreevoy, N. N. Bogomolovoy, L.A. Petrovskoy]*. – M., 1984.
20. Maksymenko S. D. *Heneza zdiisnennia osobystosti / S. D. Maksymenko*. – K.: TOV "KMM", 2006. – 240 p.
21. Maslou A. *Motivatsiya i lichnost / A. Maslou*. – SPb. : Evraziya, 1999. – 478 sp.
22. Mid M. *Kultura i mir detstva / M. Mid*. – M.: Nauka, 1988. – 429 p.
23. Rodzhers K. *Vzglyad na psihoterapiyu. Stanovlenie cheloveka / K. Rodzhers*. – M.: "Univers", 1994. – 479 s.
24. Rubinshteyn S. L. *Bytie i soznanie*. – M.: AN SSSR, 1957. – 328 p.