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(Warsaw, Poland)**



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

**PROBLEM SPACE OF MODERN SOCIETY: PHILOSOPHICAL-
COMMUNICATIVE AND PEDAGOGICAL INTERPRETATIONS**

Collective monograph

Part I

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This collective monograph offers the description of philosophical bases of definition of communicative competence and pedagogical conditions for the formation of communication skills. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study using the methods of logical and semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. The theoretical and applied problems of modern society are investigated in the context of philosophical, communicative and pedagogical interpretations.

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ECONOMIC DETERMINANTS OF EGALITARIAN SOCIALIZATION OF STUDENT YOUTH IN UKRAINE

Abstract. *The article deals with the actuality of a problem of economic determinants of egalitarian socialization of student youth in Ukraine. The causes of differentiation of the economic status of men and women are analyzed. The results of a conducted research among student youth are presented. In particular, the orientation of young women for economic self-affirmation in the microeconomic environment, and young men – in macrosocium, as well as the acceptance of both sexes to traditional gender stereotypes is shown. Different understanding and using the economic categories by young man and woman is shown. The low level of material harassment of women, including professional violence, is motivated by the socialized attitudes for the financial headship of men. The development of a market economy requires involving young people, especially women, to the professional entrepreneurship, using the potential of positive psychology. The results of a gender audit at the university as an important factor of socialization of sexes of on the principles of gender equality are analyzed.*

Introduction.

The problem of egalitarian socialization was considered in the context of the humanitarian component of the safety of public life, the guiding principles of peaceful coexistence in an open society of people of both sexes, different race, religion and culture; respect for the rule of law, human rights and freedoms, intercultural dialogue and non-discrimination education.

Scientists emphasize that equality, leadership and communication are key determinants of the egalitarian socialization of student youth, the personal self-realization of girls and boys, their competitiveness in the labor market, building of parity between both sexes, establishing of democratic principles in private and public life. The Vice Prime Minister of Ukraine Ivanna Klympush-Tsyntsadze has said “Non-discrimination, equality, human rights – all begin out of education. Our children should be aware of the value of these values at the secondary school. We do it not for our foreign partners, but for our future, where there is no place for such shameful things as, for example, sexism or domestic violence” [1]. Therefore, the priority task of the humanization of higher education is creating a non-discriminatory environment, preventing the infraction of academic righteousness and increasing the academic culture of all subjects of the educational process (students and teachers). The distribution of positions in various educational institution profiles predicts the preservation of the economic imbalance in these areas, as the gender asymmetry manifests itself in the “masculinization” and “feminization” of the student contingent of specialized higher education institutions and the corresponding profile of the training of specialists. For example, educational institutions of humanitarian, medical, socio-cultural and pedagogical orientation remain attractive for females, however military affairs, national security of state administration, transport, engineering, economic and legal – for males. Such gender imbalance can be explained by the unilateral economic socialization, as well as by the psychological pressure of sexual stereotypes, which are initiated by the society, and which young people assimilate first of all [2-4].

From the psychological perspective there is no need to demonstrate an importance of gender equality for a society democratic development. If in the past the education level of students and adults, comparison of social, productive sector of their employment was considered as a priority, this day the need in their equal part and participation in economic life, socio-financial status balance is becoming more evident. Rapid market changes, that Ukraine is striving to achieve during last years, are inevitably affecting the spheres of economic lives of sexes, their psychological readiness for self-actualization in the market conditions which require from everyone to accept responsibility for their own economic capacity. From psychological perspective this is about economic self-actualization, the success or un success of which influences social functioning of a family, psychological prosperity of an individual. The term of economic self-actualization is directly related to the professional self-sufficiency of an individual, his/her level of social economic achievements. Modern world trends allow for active involvement in economic life both men and women mainly in the developed Western European countries, United States and Canada [5-7]. Z.Halushka, Doctor of Economic Sciences states that “ignoring of gender aspects leads to an unbalancing of social relations in the society, while gender inequality acts as a social economic differentiation of population and availability of social contradiction series in the process of goal realization of social economic development.

Consequently, the legislative settlement problems of gender equality needs a special attention: prohibition of discrimination by sexual orientation; embodiment of special measures that aim actual achievement of female and male equality; compensation and sanctions assignment for violation of the rights; establishment of gender equality protection institutional mechanisms” [8, p. 10]. One cannot disagree with the scientist’s view because female lab or force participation rate is 10% lower than male, which indirectly reflects the trends of poverty “feminization”, a significant gap between the population incomes. A sample and a guide for social statuses lining up appears implementation of two gender indicators into “Humanity development indicators” – gender development index and gender confidence. This has induced some significant changes in abolition of gender inequality on the legislative level in the European Union countries. That kind of situation does not promote much the development of female economic self-sufficiency [9].

The President of International Association of Economic Psychology, Professor of Polish Psychology Institute, Tadeush Tyshka came to a conclusion while researching psychological mechanisms of economic behaviour of students: in terms of transition from planned to market economy the concept of entrepreneurship, conscious choice, investments, own initiative and self-organization of economic activity play an important role. He researched that students who have an inner locus of control compared with those with an outer one are characterized as more concentrated while completing tasks, have higher economic achievements, and later have real success in professional career, have higher achievements in leadership positions. According to the researches of T.Tyshka [9], most European students consider poverty as a manifestation of personal and professional immaturity, infantilism, lack of individual socialization. The reason of poverty is perceived in a person himself/herself (his/her reluctance to change, improve, gain new professional competence and work skills). Ability of youth to plan savings, gainings, incomes, investments, that economists call “postponing the profit until the future”, is equally relevant in filling up of economic culture concept in terms of transition to the market economy. In Tyshka’s view, the “economic impatience” trend is observed in the post-totalitarian societies which means students’ orientation to make a profit “here and now”. The cross-cultural research of student economic concepts and attitudes towards various forms of economic activity, conducted by T.Tyshka and his French colleague P.Verges, has put a lot of questions, especially relevant to the Ukrainian students in time of economic transformations: in what way does the young generation perceive state economic policy, does it see or it does not see its development possibilities, what economic knowledge does it have, how will it evaluate its economic opportunities in the future, does it have economic knowledge and what is the practice of its male and female application.

1. Goals and objectives of the research.

The objective of the presented theoretical-empirical research was to follow more deep psychological interconnections between the culture of economic self-determination and its gender manifestations. What content are the ideas of young men and women about social psychological principles of person and society functioning filled up with? What scientific development regularities do they know, which ideas do they use in everyday life while evaluating economic realia? In what way does the learnt level of economic culture determine the aspiration of women and men to achieve a specific level of material wealth in building personal, professional and family plans for the future? Is the conclusion of a considerable number of researches valid that the cause of lower female financial status next to a traditional family values priority is a low level of the professional capacity and social competence, the insufficient women's ability to present their confidence in achieving professional success to the surrounding of experts?

In the conducted research the following tasks were implemented:

- to study out the basic students' ideas of economic activity categories and attitudes to its moral principles;
- to disclose common and distinct in the personal intentions and plans of men and women regarding economic activity in the near future;
- to disclose the psychological differences between sexes in self-presentation of their own professional financial capacity and social factors of its determination;
- to determine the possibilities of economic deprivation level decrease by using positive psychology ideas.

The research methods included a complex of complementary methodologies which consist of theoretical analysis of positive psychology accomplishments, applying of standardized psychodiagnostic tests, author questionnaires with economic concepts definitions, built up by principle of incomplete sentences, organization of focus groups from different aspects of gender inequality, and also a collage creation on the subjects of social prestigious professional activity its success and un success.

2. Author's contribution to problem identification and solving.

According to the data obtained, Ukrainian female students and their counterparts show higher level of personal competence as an important component of social competence (pic.1). They are also able to successfully present their skills and qualities in the social exposition situation comparing with the lower indicators of men. Young women are focused upon social reciprocity competence, they are characterized by more perseverance in the process of performing professional responsibilities to the greater extent than their male counterparts.

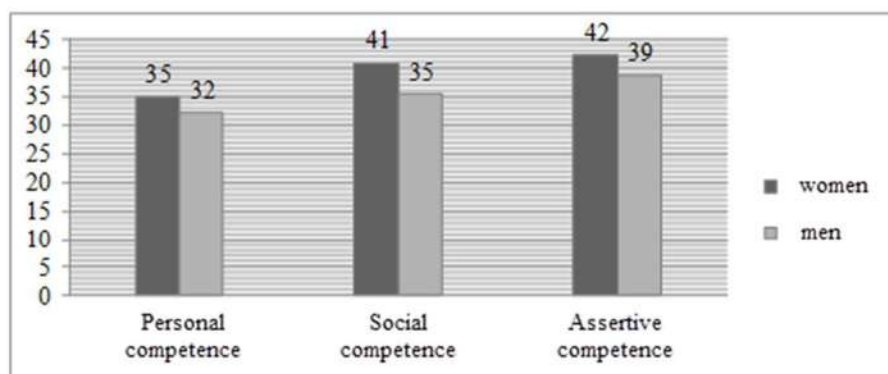


Fig. 1. An average values by “Three types of competence questionnaire” methodology

Comparison of the self-determination scale indicators in values of life demonstrates higher results of male selection, reflecting their unconditional acceptance of their own life activities, higher self-confidence in a successful professional self-actualization.

Higher indicators of the most test scales results of “life goals”, “inner consistency”, “search for meaning” reflected that young men had demonstrated higher level of satisfaction of their own life activity meanings, compared with the female selection.

Higher level of self-satisfaction has been found at women in such components as moral acceptance, moral views consistency with real behaviour, their own ability of people management, compared with their male counterparts. Simultaneously, women show much higher level on the “ self-esteem protective improvement” scale, thus demonstrating on the one hand some kind of self-acceptance, and on the other another fear about possible self-decline.

Girls demonstrate higher level of self-esteem protective improvement, reflecting the enhanced attention to their own self on the basics of which underlie the fear to partially accomplish their own competences, be improperly assessed by social surrounding. This indicator demonstrates female aspiration to present themselves in the best light which can sometimes be accompanied by an excessive criticism, fury, beating oneself up. That kind of female critical self-reflection can lead to an intentional playing of non-inherent roles that are more accepted by surrounding people, especially by a vulnerable gender indeed. This, for its part, demonstrates stronger inclination of young men to shift the blame onto others for their own un success and conflicts, their social surrounding role exaggeration as an important indicator of professional accomplishments. The female indicator by the “personal control level” scale reflects higher level of female subjectivity demonstration in the sphere of professional accomplishments based on professional responsibilities, accepting failures as own mistakes, but not the circumstances. Men explain professional failures by an external factor that is not related to their own working capacity, in contrast to women. Low results of women by the “failure” scale may demonstrate their excessive self-criticism regarding professional self-presentation.

Modern economic realities require not only professional education, active economic activity but also subjective self-sufficiency, self-confidence in self-sufficiency from every individual. The contradiction of modern Ukraine economic development processes and crisis phenomena, that accompany domestic market economy growth, indicate to the need of the further research in personality as a direct creator and participant of every economic phenomenon. Students gender differences have to answer the question, what gender expectations to the greater extent determine them in building future scenarios of their own financial income sources. It is known that gender development index (GDI) in Ukraine is quite high by female education indicator, their specific weight among people who study to earn bachelor degree, specialist degree, master degree and Ph.D. It is also low because of the lack of Ukrainian female representatives on the legislative and governmental authority levels, i.e. in those spheres that determine socioeconomic level of state development.

Specific problems of gender equality violation are traced by the following indicators: double employment of a woman, her lower economic status and salary level, implementation of the same-sex responsibility idea (mother woman, Berehynia -mother (*goddess of Slavic religion*) etc). There is also a Gender Pay Gap: spheres of female employment have lower wage level, women earn 70% of what men earn on average. They work in the less automatic and unhealthy sectors, mainly on executive positions (62%). Women are the last in the candidate list for a position and the first during the reduction in staffing resources, sent to the unpaid leave etc.

Economic stratification of the post-Soviet countries population is a triangle-shape, the upper corner of which displays a rich class, a small segment after it is a middle-class, and the majority is a poor class. Since women in the professional economic society stratification take the lowest positions, their part of the poor class in the post-Soviet countries is the largest. It should be noted, that the highest salaries are recorded in industry, where male lab or force is from 64% to 73%, however the lowest wages are 2.2-3.6 less than aforementioned in social sector, education, culture, health protection system, household maintenance, where female lab or force is from 72% to 87%.

Does the gender stratification of the Ukrainian economic branches is related to an economic one? Yes, this is confirmed by both State Statistics Committee of Ukraine and the results of the research achieved in the process of the “Female problems in Ukraine in the transition period” project realization, conducted by Kyiv International Institute of Sociology, which in a consolidated manner can be presented in the following way (table 1).

Why is the rate of male salary higher than female in these sectors?

Because the payment of managerial positions occupied mostly by men, is much higher. Although Ukrainian legislation does not have discriminatory restrictions on the choice of men and women in the field of employment, it is precisely women who are forced to give preference to certain employment spheres that are initially and deliberately economically insolvent.

Table 1. Employed women in the social sectors of economy, and female to male ratio of average salary

	Sector	Employed women (%)	Level of salary
1.	Healthcare system	82	63,5
2.	Trade	76,6	73,3
3.	Education	75,2	72,3
4.	Culture	70,2	76,7
5.	Financial insurance	73,4	65,3
6.	Catering	84,4	74,3

It is known that the economy teaches how to make a choice in the conditions of limited resources and unlimited needs and interests, carried out both at the level of groups and individual states, and at the level of a small group – a family or an individual. The decision to use material resources (money, qualified labor, goods) in a certain way reflects a certain level of economic culture either of an individual or entrepreneurship. An economic product can be educational and medical services, consumer and industrial goods, as well as human resources (professional qualification, educational level, personal qualities). The analysis of the content of students' narratives on the subject "My financial and material future", which we specified by the visual series of collages from selected magazine illustrations, made it possible to determine the differences in its vision by young females and males (Table 2).

Table 2. Features and time perspectives of realization of scenarios of economic life (in% to the same-sex sample)

Contents of the economic perspective	Frequency of choice by	
	Females	males
Focus on the short-term prospects for economic achievements	55	45
Focus on long-term prospects for economic achievements	25	45
Focus on the highest levels of the career ladder and economically advanced posts	25	85
Work for pleasure and self-realization	40	65
Financial recognition of personal achievements in the public sector of work, including own business	55	95
Achievements at the level of microeconomics (rational household, savings, budget family planning)	85	25
Professional perfection as a condition for achieving material well-being, ensuring plans and dreams	60	85
The nearest start of own business or the pursuit of a post in a promising career	40	75
Full employment in the field of social work	50	95
Responsibility for the material support of family members	40	80
Efficient (from the point of view of macroeconomic trends) management of own finances	15	75

A comparative analysis of the distribution of interest gives grounds to assert that in the minds of young students remains a powerful patriarchal stereotype about the natural separation of economic spheres of self-actualization of finances, the subordination of women to the role of the hostess of the house, the mother, the educator, and the husband – a professional who is able to materially provide the family and children and manages to find self-realization in public activity.

The obtained data testify higher level of psychological readiness of male students to personalized forms of economic activity, and hence their readiness to start their own business. At its first stages the carried out research was based on the comparison of economic, professional, and career self-identifying of students through the prism of the time perspective. Their assessment of own future property status, competitiveness on the labor market was manifested through the content analysis of the narrative created in sex-homogeneous and sex-mixed focus groups, as well as through the content of illustrations and sentence completions in the projective text.

The data obtained in the research study confirm the results of our previous studies, namely the fact of more purposeful development of the image of economic I in male students due to higher coherence of affective, cognitive and behavioral components with learned common sexual stereotypes about the domination of the material and financial status of male persons and the subordination of women to them. Among the young men, there turned to be more those who had a high opinion of the coincidence (congruence) of all three constituents of the presentation of economic I in various spheres of public life (68% compared with 32% of girls) and significantly less than those who showed a high level of their disintegration (10% compared with 24% for girls). If the males' low level of real and future professional competence, was connected, above all, with the awareness of the low level of knowledge acquired or the lack of gained professional experience, then the girls, first of all, with low personal claims, their preference for traditional for females forms of economic behavior, the lack of need for a sense of self-sufficient economic unit. This again proves the 'vitality' in the consciousness of women of the traditional social structure – the focus on economic dependence and subordination of men and the removal of responsibility for their own material well-being.

At the next stage of the study the main hypothesis was the assumption that during the time of market transformations Ukraine was still characterized by the proliferation of descriptive, indicative and directive-prohibited stereotypes regarding economic capacity and financial roles of both females and males, which demonstrates the objectivity of representatives of womanhood and subjectivity of financial solvency of the so-called 'strong' sex. In the process of analysis of popular feature films and TV-show of predominantly Russian production, which prevailed at the time on Ukrainian television screens, the focus groups singled out the types of sex-specific clichés that dictated a pattern of economic behavior of the sexes.

For example, in relation to men, descriptive stereotypes include the norm “can buy to look like a macho”, “generous”, “self-sufficient”, “always with money”, etc., prescriptive stereotypes create the following estimates: “a man must earn», “take care about the needs of the family”, “be the main source of income”, “fulfill the needs of his spouse”, “be able to risk and drink champagne”, etc., and also proscriptive stereotypes are: “real men never sit idle”, “are never losers”, “get themselves under control even having lost everything”, “do not live off their wives or parents”, “always able to make living”, “can afford to shine”, “able to throw everything to her feet”, etc. According to the assessment of focus groups, the influence of modern mass media on the gender ideals of economic behavior of the “real woman” and “real man” turned out to be a significant negative emotional factor (Table 3).

Table 3. The degree of media imposing on stereotypes of economic behavior (in %)

Varieties (character) of gender prescriptive stereotypes	Percentage of egalitarian stereotypes in the form of women and men <i>Self</i>	Percentage of patriarchal stereotypes in the form of women and men <i>Self</i>
Descriptive (orienting)	25%	75%
Prescriptive (evaluating)	10%	90%
Proscriptive	2%	98%

The content of the articles in the advertising discourses of the Ukrainian mass media is appraised by students according to the results of the work of the focus groups negatively, first of all because the categories of masculinity and femininity are predominantly in the subject-object role-playing economic relations that are visible manifestation of sexism. It should be noted that modern mass media play the role of a unique marker of gender economic identity, since they take direct part in the everyday design of the concepts of femininity – economic objectivity; masculinity – economic subjectivity. If the proposed conceptual model of satisfaction with the life of positive psychology is correlated with the social situation of youth development, then its structural components can serve as a prognosis and, at the same time, diagnosis of the psychological states of a young person (welfare or dissatisfaction with life), who masters the bases of profession, decides on future material status. Indicators of their current, and most important, future psychological well-being can be the indicators of Martin E. P. Seligman’s “The Hope Circuit”, namely confidence in the professional self-determination and their personal significance, the consistency of the chosen path with their own life values, the belief in their ability to fully realize own potential in harmony with people around.

The research results of the nature of emotions, their impact on a human demonstrate that the strength of positive and negative emotions are different, that is, the well-being of the individual depends on their proportion, the proportion of one and the other, the ratio in life. According to studies done by representatives of positive psychology, negative emotions reduce life satisfaction significantly more than the same portion of positive ones in terms of volume. In this case, the ratio of negative to positive is 3 : 1, that means bad is much stronger than the influence of good.

The theoretical foundations of positive psychology have led us to create appropriate focus groups and training programs with an emphasis on the development of the ability of a young person, regardless of gender, to establish social relationships with other people, to become involved in professional activities, to improve in it in the present and in the future, to realize their life attitudes, to make sense of life, to succeed. Overcoming gender inequality in the socioeconomic status, a sense of economic deprivation is possible through the internalization of the underlying principles of economic culture through learning, development, involvement in positive psychology. The formation of gender-equitable environment on the basis of “partnership pedagogy” and gender “matrix” of humanistic pedagogical heritage, integration of competent, personally oriented and gender approaches will help into formation of gender culture and the egalitarian outlook of children and youth (gender competence, sensitivity, tolerance) as important factors of personal and professional self-realization of both sexes, democratic world-view and civilian life-realization of girls and boys in the sphere of national being.

Considerable experience of studying gender problems and familiarization with the best educational practices of foreign countries have given the opportunity to form our own vision as to further institutionalization of gender and educational mechanisms in the national school. In the process of the activity of the Scientific Research Centre of the Problems of Gender Education and Upbringing Pupils and Students of NAPS of Ukraine – TNPU by Volodymyr Hnatiuk gender ideology of educational practice as a strategic direction of the state policy of egalitarianism are developed and experimentally substantiated; gender education standards are implemented; gender expertise of educational content is conducted, mass media and gender audit of university; methodological principles of person egalitarian approach as a leading mechanism of gender self-determination is formulated; the ways of implementation of gender approach in the socio-humanitarian space “educational institution – family – community” are revealed; gender-sensitive programs of social partnership is implemented; gender and educational technics as an innovative system of psychological and pedagogical support of sexual sociality of children and youth are developed and tested; model of formation of valueological culture in childhood based on gender approach is introduced; the social-pedagogical mechanisms of preparation of youth training for the creation of an egalitarian family and responsible parenting is deepened; the phenomenon of children’s subculture through gender prism is described; scientific works as to systemic counteraction to violence against underage is systematized; International and Ukrainian conferences on gender issues are organized and held; collections of conference materials are published; educational and methodical kit “Basics of health” on the basis of gender approach for the primary school (a textbook and working notebooks for students of the 4th grade approved by the Ministry of Education and Science) is prepared; Student’s research works are presented at the Ukrainian competition on the topic “Gender Studies” [10].

3. Gender mainstreaming.

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 (G. A.) 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., that is a confirmation of existing phenomena of "glass ceiling", "dual employment", 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.

The practice of carrying out a gender audit has become an effective factor of motivating the administration of the university to implement gender policies at our institution. We believe that the considerable factor of effective spreading of gender education technologies is a partnership of students and faculty in realization of socially important projects at different levels. It is the scientific project of the Centre of Gender Studies TNPU-Ukrainian National Academy of Pedagogical Science "Implementation of the gender approach into educational space "educational institution - family - community" in the context of European model of democracy"; Common social project with Municipal Enterprise "Temopilelectrotrans" - "The Trolleybus of Happiness" (under the auspices of the Mayor within the project "Make your Town Better"); The educational program with "Tempus" assistance "Education for Leadership, Intelligence and Talent Encouraging", establishing the Centre of Leadership at university; The extension of gender sensitive practices on different levels of education: elementary school - secondary school – institution of higher education - conducting gender expertise of elementary school textbooks and periodicals for children, description of a phenomenon of "hidden curriculum", development of educational and methodological complex in "Health Education" for the fourth form based on gender approach (Kikinezhdi O., Shulha I.).

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; designing child abuse prevention programs and antidiscriminatory practice in children subculture and pedagogical interaction, its approbation in all-Ukrainian network of the gender educational centres) will assist further institution development of gender in social and humanitarian space.

The realization of the project "Gender mainstreaming in higher educational establishments of Ukraine" has proved the effectiveness of conducting a gender audit as a practical instrument in realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view, its quality as imperative of academic culture moving from paternalism to parity facing modern challenges - providing national mechanism of the state gender politics [11].

Gender discourse is a new area of educational technology in business 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 national pedagogical inheritance is the determination of equal participation of both 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 results of a using the system of forms and methods of the organization of the educational process helps the becoming of the personality of a woman and a man as equal.

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.

Conclusions.

Pilot testing of a number of questionnaires made it possible to reveal the most adequate structural components of the sense of well-being – a degree of satisfaction with oneself as an executor of a certain activity and its achievements, relations with other people, absorption, the realization of the Self in the person-significant social activity, its conformity to own system of views, life values. Male and female understanding of economic categories shows differences between sexes in terms of their application. They demonstrate greater marginalization of a significant proportion of women from the problems of economic functioning of the country, their higher inclusion in microeconomic processes. Male students are more versed in the macroeconomic reality of being. This differentiation corresponds to the traditional distribution of social roles, and therefore predicts a possibility of their making financial decisions and material obligations in the social and private spheres of economic life. The results of the study dispel the myth about the externality of the locus of control of the professional and economic life of females, since the indicators of both general and partial scales of the internal locus of

control of the “weak” sex were higher than the corresponding indicators in the male peers. Young male representatives are more focused on the externality of the locus of control in the successes and defeats achieved; they depend on the fate and influences of other people on the career ladder, and also in the ideology of external control in general. A gender audit as a practical instrument in realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view. The idea about psychological features of self-presentation of sexes, as well as socio-psychological mechanisms of the impact of gender stereotypes on the male and female reflection of their own financial capacity, which can lead to a decrease in their professional and financial claims are deepen in the article. In the transition period of the society development, reinforced by the financial and economic crisis, the peculiarities of planning and building their own vocational and educational careers are at the forefront of the problem of economic socialization of men and women of various working age, as they are inextricably linked with the demographic situation, the condition of marriage and family relationships, offers in the labor market, employment and unemployment, the expected rate of return on human capital.

The possibilities for further researches and its perspectives. The implementation of gender and educational techniques to the university, accounting the principles of academic righteousness will help to equalize the opportunities for self-realization of Ukrainian youth in its European aspirations – living together in equality, peace, and dignity as an important condition for the realization of the national mechanism of state gender policy.

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