



CUIAVIAN UNIVERSITY IN WLOCLAWEK

**CHALLENGES AND PROSPECTS FOR THE  
DEVELOPMENT OF SOCIAL SCIENCES IN UKRAINE  
AND EU COUNTRIES: COMPARATIVE ANALYSIS**

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## **GENDER-EDUCATIONAL TECHNOLOGIES OF THE ACCOMPANIMENT OF THE EGALITARIAN SOCIALIZATION OF UKRAINIAN YOUTH**

**Kikinezhdi O. M., Kiz O. B.**

### **INTRODUCTION**

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. It causes forming a non-discriminatory educational environment on the principles of equity and parity of sexes, the personal and egalitarian approach in the context of the Concept of the New Ukrainian School, the Strategy “Education: Gender Dimension – 2021”, etc. As the Minister of Education and Science of Ukraine Liliia Grynevych underlined at the Roundtable on December 5, 2016, “Institutionalization of Gender Education: Prospects and Risks”, “the main problem of the development of gender education in Ukraine is lack of understanding this topic by society. The most important thing in this policy is openness and involving new people into it. Only in this way society can form understanding of what gender policy means, that it is a defense and respect for the dignity of every person, regardless of sex”<sup>1</sup>.

A gender misbalance, vertical-horizontal stratification is typical for Ukraine. Gender asymmetry is observed in the “masculinization” and “feminization” of students’ society, which can be explained by the one-sided gender socialization of children and youth, a psychological pressure expressed by society, that imposes sexual stereotypes, the activation of anti-gender movements, the false spread of information online, at schools, in the streets about the gender equality. It leads to the denial of the principles of equality between women and men by the gender politics especially in Ukraine. It proves the necessity to improve national gender policy and develop informational and educational spheres.

Gender as a systemforming sign of personal acquiring of identity is an important factor of boys’ and girls’ national understanding of life, their egalitarian realization.

Gender democracy is feasible under the condition of implementation of a personal oriented approach to the education of girls and boys, their orientation

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<sup>1</sup> Результати роботи Круглого столу «Інституціоналізація гендерної освіти: перспективи та ризики» (м. Київ, 5 грудня 2016 р.). URL: <http://mon.gov.ua/usi-novivni/novini/2016/12/05/%E2%80%99Cu-pidruchnikax-ne-mae-buti-shtampiv,-shho-z-rannogo-viku-nav%E2%80%99yazuyut-shkolyaram-pevni-roliv/>

on partnerships and flexibility in the realization of family and social roles in the future. 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, inter change ability, gender sensitivity and tolerance are promoted at all levels of socialization – from family education to the state ideology.

The aim of national education is the priority of personal orientation in education, the development of the child as the subject of his 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 articles, which ensures the full development of the individual, regardless of gender, age, ability to work, race, culture, religion, ethnicity, etc., “the future life trajectory of a human” (V. Kremen).

Gender knowledge covers a wide palette of humanitarian disciplines – philosophy and feminist theories, sociological, economic and psychological studies, literature, fine arts and pedagogical practices. This inexhaustible source, that feeds the ideas of humanism and democracy, which are engraved in the list of fundamental human rights and freedoms. Therefore, the development of society of parity democracy – a community of equal people, needs a high level of awareness of the gender factor, as one the basic means of building harmonious interpersonal relations in all spheres of life, even those which are traditionally considered to be exclusively feminine.

The *aim of the article* is to determine the key factors of egalitarian socialization of youth, the personal self-realization of girls and boys; find out innovative methods of interactive learning and perspectives of gender trainings of gender competencies’ formation, egalitarian awareness and gender culture of students.

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 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 pedagogic 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<sup>2</sup>.

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 inter change ability; in determination 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<sup>3</sup>.

### **1. Gender competence**

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 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,

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<sup>2</sup> Кравець В. П. Гендерна педагогіка: навчальний посібник. Тернопіль: Джура, 2003. 416 с.

<sup>3</sup> Говорун Т.В., Кікінежді О.М. Гендерна психологія: навчальний посібник для студентів вищих навчальних закладів. Київ: Видавничий центр «Академія», 2004. 308 с.



to maintain the democratic principles in the private and social life<sup>4</sup>. The primary task of the teacher is to form gender competence, it corresponds to slogan “Children deserve the best!”, the essence of which The president of the National Academy of Pedagogical Sciences of Ukraine V. H. Kremen’ clarifies the concept “Child is in the centre” as a worshipping of the child’s personality, his individuality, creating the necessary conditions for its formation and development, “The slogan “Child is in the centre” should identify the activities of modern teachers in school and beyond”<sup>5</sup>.

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 Vasyl Sukhomlynskyi said: “The education of true men and true women begins with the formation of their civil personality qualities”<sup>6</sup>. These words is a guide to gender education of children.

## 2. Interactive learning

It is quite obvious that choosing a method of imparting gender knowledge depends on the age of schoolchildren, their social environment, civility, and, finally, the subject-matter of the topic (which may require an explanatory-illustrative teaching method in some cases and problem-solving, heuristic methods that consist in organizing independent searching activities of pupils in others). The topic: “How to Prevent Swallowing the Bait of a Gender Stereotype in Words “This is for the beautiful, mild and hard-working!” and “This is for the bright, clever and well-read!” should be taught in different ways for primary school pupils, teenagers and youth. The interaction, a cooperation as a didactic innovation, may be applied not only in the process of so called “active” teaching methods, but also in problem-solving, partly-research and heuristic methods, as well as in the course of using “passive” methods (explanatory-illustrative or reproductive) that activate pupils’ emotions and attitude to the topic<sup>7</sup>.

As a result while applying the aforesaid methods teachers aim at explaining new categories by means of various illustrative, visual aids that facilitate perception, interpretation and memorization. E.g., rather abstract notion of a patriarchal gender system and its restriction of fundamental human rights and freedoms, especially those of women, become rapidly quite clear in case it is

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<sup>4</sup> Dominique S. R. Key Competencies for a Successful Life and Well-Funktional Society. Germany: Hogrefeand Huber Publishes, 2003. P. 4–5.

<sup>5</sup> Кремень В.Г. Філософія людиноцентризму в стратегіях освітнього простору. Київ: Педагогічна думка, 2009. С. 412–413.

<sup>6</sup> Сухомлинський В.О. Вибрані твори в 5 томах. Київ: Радянська школа, 1977. Т. 5. С. 556.

<sup>7</sup> Говорун Т.В., Кікінежді О.М. та ін. Як навчати школярів долати гендерні стереотипи: конспекти занять: навчально-методичний посібник для загальноосвітніх навчальних закладів / за заг. ред. Т.В. Говорун. Київ: ФОП Клименко, 2011. 806 с.

illustrated with statistics as, for instance: According to UNICEF, only 1% of girls in Ethiopia have completed primary education; women remain illiterate in most cases. At the age of 10 girls get married. The country ranks 120<sup>th</sup> in the world concerning the number of women in governing institutions, along with Gambia, Congo and Somali.

If narration is used as an explanatory-illustrative teaching method, the material it is based on should support teacher's conclusions while striking facts, figurative comparisons, examples from belles-lettres, folklore or even life experience would make the presentation of teaching material more intelligible and reasonable. The teacher activates visual and creative thinking as well as imagination of pupils by using interesting facts and figurative comparisons. (For example, Svitlana Savytska, a Ukrainian woman-astronaut, stepped into outer space on July 14, 1984, and spent 3 hours 35 minutes welding using Paton's method with the help of Volodymyr Dzhanibekov). Stories, tales and narratives prepared by the teacher may be used as illustration of gender categories both in primary and high schools.

A lecture used in the process of acquiring gender knowledge is different from conventional, academic lectures since well-known experts in various gender issues – sociologists, lawyers, psychologists, sexologists, representatives of public non-governmental organizations – are invited. A lecture of this kind, first of all for school-leavers, can be delivered, for instance, by a member of La Strada republican organization which is famous for its work aimed at preventing the phenomenon of “traffical women” and providing help to victims of “white slavery”. Thus, one of the lectures delivered to the youth concerning “Labour Migration of Women” raised such questions as “female face” of unemployment in Ukraine, job placement problems of girls and women in our boroughs and small towns, intensification of search for cheap labour from other countries, manipulation of women's trust or ignorance of the law and tragic experience of victims taken from their real-life stories, returning to motherland as “happiness with tears in one's eyes” and everlasting sorrow in one's heart: “If only I had known it earlier!”.

There were a number of lectures (“Women as New Job Hunters on the World Stage: Advancement or Setback”, “Concubinage: Does Anyone Need Equality De Jure”, “Mono-family as a Challenge to the Collapse of Partnership”) delivered by representatives of the Ministry of Internal Affairs of Ukraine on the topic of home violence, by psychologists concerning crises of young families, preparedness of young people for marriage and family relationships, planning a family as an even function etc. in the accumulated experience of introducing gender knowledge. Experienced teachers illustrate gender notions using examples from belles-lettres, fine arts, newspaper articles, films, television



programmes that provide real life meaning to abstract gender categories (it could be parts of television programmes “The World Without Women”, “Let Us Get Married”, radio programmes “Home Academy”, marriage advertisements etc.).

A reproductive method of teaching includes surveys, conversations, abstracting articles, analyzing narratives etc. which give an opportunity to assess the application of gender knowledge in the context of real life. The peculiarity of gender knowledge is that every pupil may have their own views on relationships between genders taken from their family or close social environment, which does not always coincide with the call to equality that they hear in the classroom. The forms of realization of this method are very diverse: from conversations, abstracting, creating a collage or portfolio etc. to training exercises aimed at improving the communicative and organizational skills on the basis of equality and partnership.

The forms of realization of the reproductive method in gender studies include conversations, presentations of various home tasks, namely, reviews of publications on gender issues, prepared essays, dramas, narratives, collages, graffiti etc. “Graffiti” is writing words, phrases, symbols, sketches on the discussed topic on the blackboard or on large pieces of drawing-paper (E.g., third form pupils presented on drawing-paper computer-based version of emotions experienced by girls and women who live in patriarchal and democratic countries). High school students demonstrate the ability to reproduce, for instance, their understanding of concepts of gender equality and inequality at home and at work by means of certain figures or symbols. Other groups reproduce this topic using the “graffiti” technique.

A narrative as a way of applying the reproductive method can also be used both as explanatory, reproductive and problematic method of teaching, such as making a narrative in the form of tales, biographies or short life stories. It can be individual or group retelling of the adopted gender-differentiated and egalitarian rules of behaviour; completing characters and tables according to the teacher’s explanations of a certain algorithm of inter-gender relationships; describing an object or phenomenon according to a model; providing examples that prove a rule, quality and so on. For example, using a narrative is the best solution to a task of decoding the algorithm of behaviour of a violator. A gender component can be clearly and distinctly traced in their content, since individuals (both men and women, young and old), describe their experience of inter-gender relationships, obtaining education, profession, love, marriage and family life. In particular, teenagers acted as interpreters of non-fictional stories while familiarizing themselves with memoirs such as “Women and War”, various essays about lives of women / men. When listeners of the narratives deliberate over the time, place, life circumstances of the characters, the evolution of their

relations, problems (gender conflict) and their solution (gender selection), it becomes a true reconstruction of gender problems. (E.g., whether women should and can become military pilots that take part in military operations; Is it easy for a woman to serve in a men's prison or in border troops? Can a woman become a head of an association for bikers? Can a woman take part in the "Formula 1"? How should one regard the experience of "Red Socks", young female fighters in Liberia). Thus, narrative extracts give them an opportunity to demonstrate their understanding (taken from family experience or adopted in the classroom) of the creation of gender – social circumstances, private and social lives of men and women. Not without reason the narrative is said to give life to gender, an opportunity for its creators and the audience to "try on the shoes" of the other sex and even walk in them under certain historical and life circumstances.

Problem-solving method of teaching is considered not only active but also interactive. Depending on the degree of independence of thinking operations and conclusions of a pupil activated by the teacher, this interaction is called problematic, partly-research and heuristic ("I reached the conclusion about... by myself"). Thus, the above mentioned group of active teaching methods has its internal distinctions only according to the level of autonomy of pupils in solving didactic problems. E.g., the problem of equality of men and women in household can be settled by setting and solving dilemmas of finding divergence in leisure time that is at the disposal of both genders.

Discussion is the most common form of active learning. Such terms as "debate" and "discussion" are synonyms in pedagogy. Sometimes the last one is used for the broader discussion. Both provide an atmosphere of collective searching of the truth, which can be reached during a controversy. A collective searching means a free exchange of ideas, an expression of an own point of view, an argumentation of an own position. Two or more points of view determine the dialogue. It is not determined not by the number of participants. The beginning of the dialogue is to redefine a problem "Is the divorce always "evil" for her and him? Could the breakup of the family become a great weal?" The crucial moment is to choose a gender issue. It should be close not only to the adult's, but also touch the children's lives.

The realization of the subjective and personal approach during the process of gender learning is made by "debate" and "discussion". They help to involve pupils and teachers in to the process of "collective" thinking. Furthermore, the pupils and teacher are to oppose the "false" point of view, using the examples from real life, which are the tangent to legal, ethical and moral aspects of gender issues. The development of the main problem and questions for the discussion is a necessary condition for the effective discussion in a class or between classes: "Is unisex – a "third "sex?".

– A fashion for teenagers – is it a third, universal gender or a democratization of sex' behavior?

– The real macho and feminine: is it a remnant of patriarchy in fashion?

– Can the unisex fashion stimulate the gender equality?

– “Emo” subculture and the rest – is it a challenge to patriarchal traditions, an escape from reality or the construction of new, advanced relationships between sexes?

A psychological value of the group discussions is to study, to realize the gender norms and requirements of the society; it is an ability to apply the acquired knowledge during the gender dispute with an opponent. The polemic, which occurs during the dispute, helps to overcome the formal attitude to the gender knowledge, to recognize the necessity of the sexes 'parity. It looks like a “creative laboratory” which helps to test the personal gender orientations.

Recently, the psychological workshop – the analysis of difficult life situations (case study), a gender portfolio, tests and interview –is used to analyze the high school students. Usually, the basics are small articles, essays or thoughts of the readers (for example the youth periodical), which describe the prominent people, their way to the “Olymp”, despite many difficulties, their achievements, traits, relationships, moral conflicts in family life, where the issues of gender relations are put very keenly.

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. 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 way to gender culture runs through gender awareness, gender sensitivity (ability to tolerate the lack of any interests or abilities because of the inability of its development) and assertiveness, which form the ability to resist sexual stereotypes. That is why the personal, individual approach to pupils, usage of interactive learning, dialogic communication is considered to be the cornerstone of gender training.

### 3. Gender training

The activities of the School of Gender Equality (SGE)<sup>8</sup>, established at the Centre 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.

The content, methods and techniques of developing subject-oriented gender and educational technologies contribute to the formation of egalitarian views on the relationship of sexes, the advocacy of civil rights through gaining gender knowledge, including them in the analysis of common search of arguments, personal judgements in favour of egalitarian orientations. Based on the extensive experience of organizing educational work at the School of Gender Equality, we focus on the content of individual training units:

1) ***“I am a young man, I am a girl, I am a person”*** for expanding the sphere of self-awareness through actualization of self-observation, self-knowledge, self-examination and self-understanding, development of self-regulation skills, self-control for acquiring an adequate gender identity. The exercises of this unit (‘Self-Declaration’, ‘My Strengths’, ‘Meetings of Sub-personalities’, ‘Fight with Dragon’, ‘My Coat of Arms’) help to realize own personal self-worth regardless of gender, as well as awareness of the possibilities and abilities that together compose one unique personality.

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<sup>8</sup> Кікінежді О.М., Кізь О.Б. Формування гендерної культури молоді: науково-методичні матеріали до тренінгової програми: навч. посіб. Тернопіль: Навчальна книга-Богдан, 2006. 160 с.



These exercises teach the art of self-observation on various hypostases of my Inner I: on body senses, emotions, feelings, desires and thoughts. Exercise ‘Self-identification’, ‘Peeling the onion’, ‘Know Your Self’ create conditions for deep penetration into one’s Self, encourage meaningful self-development as a way of harmonizing the external and internal Self, finding the meaning of own life, realizing personal freedom, defining oneself as a self-value in the world.

2) **“My life prospects”** are to determine and systematize own system of vital values, self-determination of life goals and plans, acquisition of planning skills and correlation of the near / far time perspective, assuming responsibility for one’s future life. Exercises ‘A Movie about My Life’, ‘The Life Map’, ‘Three Years’, ‘The Message to Yourself’, ‘The Magic Wand’, ‘The Arrow’, ‘The Goal Achievement’, ‘The Way to the Stars’ aimed at psychological analysis of the life of participants help to understand the “I-states” in the past, present and future, realize how important it is for the individual to be aware of their psychological state and how it can help to succeed in life. It contributes to taking the responsibility for their future, developing of planning skills, building confidence in achieving life goals, and faith in life success.

3) **“Fundamentals of gender culture”**. The purpose of the unit is to get acquainted with the definitions ‘sex’ and ‘gender’, social and psychological mechanisms of formation of the personality of women and men as different biologically, but equal in social terms of individuals. The exercises of this unit (‘The suitcase with the qualities of the woman and the man’, ‘It’s Good to be a woman / man’, ‘Me and my gender roles: yesterday, today, tomorrow’, ‘Take a position: sex or gender’, ‘Iknih – Ikivoloch’, ‘Studio of design’, ‘From the world of women / men to the world of androgynes’) develop the skills of isolation and analysis of positive qualities that are necessary for a self-sufficient person, regardless of their sex; promote awareness of their own gender position in professional and personal development; create conditions for a critical analysis of manhood / femininity standards.

4) **“Gender stereotypes: from realizing to overcoming”**. The purpose of the unit is to understand the nature of gender stereotypes, the isolation of their types and understanding how deep they have penetrated into various spheres of human activity. The interactive activities are dedicated to the analysis of gender stereotypes and ways to mitigate / overcome them are devoted to the ‘Twins’, ‘Thuth and myths in the evaluation of men and women’, ‘Is this child a boy or a girl?’, ‘A Price of a stereotype’, ‘Struggle against Stereotypes’, ‘Loan from a woman / man’, ‘AttachviD and AtypolX’, ‘Projective technique The Planet’, ‘Two worlds in one’, ‘Gender expertise in action’.

5) **“No – the manifestations of individual, social or institutional sexism!”**. The unit is aimed at the recognition of sexual prejudices as the preconditions for



sex discrimination, recognition of manifestations of sexism at different levels: individual, social (ot the school level, university, work, mass media), institutional (on the level of society) and three varieties: hostile, ambivalent, patronizing. Interactive activities ‘Associations’, ‘Sexism is a child of stereotype and father of discrimination’, ‘Be alert: SEXISM!!!’, ‘The Face of Sexism’, ‘Sexism in Action’, ‘Sexual Guides in Jokes’, ‘Advertising and Sexism’, ‘Overcome language sexism’, ‘Find and recognize’.

6) **“Gender and professional career”**. The purpose of the unit is to form ideas about the gender-specific characteristics of professional and career development of the individual, the link between female and male roles and the labour market, the promotion of an unbiased attitude to the development of women’s professional careers and understanding of the unproductive principle of sex segregation of jobs. To help to solve these issues we have developed interactive activities ‘The Tale about the Boy Mykolka’, ‘The world of professions: a look through gender glasses’, ‘Gender and labour market’, ‘Why are the male/female wages different for one job?’, ‘Just a mom’, ‘Woman engineer: for or against’, ‘Woman in military form – is it a rule or exclusion?’, ‘Gender asymmetry in the names of professions’, ‘Causes-consequences-solutions’.

7) **“Assertiveness as the optimal strategy of gender behavior”** to develop skills of being a confident and independent personality, making a conscious choice, defending one’s rights without violating the rights of others. Assertiveness as internal self-confidence, a special strategy of acceptable behaviour within the framework of interpersonal communication is formed during the interactive activities ‘Me and the others’, ‘A Journey through Passivity-Assertiveness-Aggressiveness Stations’, ‘Behaviour Strategies in Conflict Interaction’, ‘Say No’, ‘I develop Self-assertiveness (based on Rosenzweig’s drawing test)’.

8) **“The Basics of Family Happiness: Gender Approach”** is made to understand the essence of egalitarian relationships in building marriages and families, and developing new values for successful gender self-determination in the field of family life. The activities ‘Family Sculpture’, ‘Blocked Family Functions’, ‘Pros & Cons of Unregistered Marriage’, ‘Marriage Contract: Winning or Losing’, ‘Family Aquarium’, ‘Marriage Based on Love, Wisdom, or Convenience’, ‘One day of family life’, ‘Let’s take a role: husband and wife in the family’, ‘Happy family: sequentional algorithm’, ‘Partner-family and Dominant-family’ aim at grounding the equal rights of both a husband and a wife to personal and professional development and life-realization in the sphere of family and social life. They focus on partnership in the private sphere, show the connection between gender characteristics and psychological functioning of a person in a family and society.

9) ***“Gender aspects of conscious parenthood”***. This unit is developed to show the parental family as an example of equal and interchangeable roles, orientation towards mutually responsible fatherhood / motherhood. Performing the activities ‘The World of Moms and Dads’, ‘I am the future father, I am the future mother’, ‘Suitcase for the best dad and the best mom’, ‘Parental family as a space without violence’, ‘Let’s take a role: dad – mom – both’ contributes to the expansion of the sphere of self-fulfillment in fulfilling the future parental role. They develop the awareness of the importance of the role of both parents in raising the child and functioning of the family, building a belief in the feasibility of non-violent methods of raising children.

10) ***“Leadership through the prism of gender”*** aims at the analysis of the real opportunities of women and men to become leaders in various spheres of life. Interactive activities ‘Portrait of the leader’, ‘Women and men as heads and leaders’, ‘Political leader – what is he?’, ‘Political Ukraine through the prism of gender’, ‘Take a position’, ‘Women / men who changed the world’ contribute to the destruction of the stereotype about the greater male ability and smaller female one to succeed in the management and leadership. They help to understand the obstacles to women’s leadership in general and political in particular, confirm the belief that female leaders are not inferior to men in either leadership style or effectiveness.

11) ***“The world of sport through the prism of gender”***. The purpose of the unit is to understand the role of sport in the formation of a self-sufficient and viable personality, their will to victory, courage, determination, building physical strength, improvement of health / beauty indicators, and emotional stability regardless of sex. Boys and girls during the interactive activities ‘Male / Female Sports – Your Associations’, ‘Hero / Heroine in Sport’, ‘Woman in Men’s Sports: For or against’, ‘Woman Boxer – A Man’s Dream?’ find the answers to the question: Are there sports that are most appropriate for women / men? Are there any sports in which only men / women can achieve the highest results? What is happening in the soul of a woman / man through their sporting victories and defeats? Is it right to say: ‘Not a male / Not a female sport’?

12) ***“Gender parity is to be!”*** is developed to search for internal and external resources aimed at establishing gender equality, updating one’s own life experience, developing a large-scale approach to solving the problem of gender equality in society. Interactive activities ‘Rainbow of gender equality’, ‘Assistants and barriers to gender equality’, ‘Gender glasses’, ‘Becoming a gender expert’, ‘Tree of Gender equality’, ‘Gender parity is to be: development of a large-scale social project with the following units ‘Gender and Power’, ‘Gender and Legislation’, ‘Gender and Economy’, ‘Gender and Media’, ‘Gender and Civic Organizations’, ‘Gender and Religion’, ‘Gender and Family’.

In the course of gender trainings, which are conceptually, logically, thematically and structurally related classes, participants have the opportunity to acquire new knowledge, to evaluate their attitudes, ideas and behaviour critically in order to correct and update them, modify or enhance the scale of assessments and values, show their abilities, demonstrate strengths of the personality, receive recognition and support from other participants and the coach.

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.

## **CONCLUSIONS**

The model of gender-educative technologies as educational accompaniment of personal sex socialization in the period of a person’s growing up has been developed and tested. Prospects of further study on gender social construction among students, ways of egalitarian formation of personality are outlined. 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. 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.

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 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 way to gender culture runs through gender awareness, gender sensitivity (ability to tolerate the lack of any interests or abilities because of the inability of its development) and assertiveness, which form the ability to resist sexual stereotypes. That is why the personal, individual approach to pupils, usage of interactive learning, dialogic communication is considered to be the cornerstone of gender training; to realize the principles of gender-egalitarian approach as gender discourse in the developing paradigm to the content of educational process on the basis of the “gender matrix” of the national pedagogical heritage (V. Sukhomlynskyi, A. Makarenko, S. Rusova, etc.), which is the social and psychological determinant of the formation of an egalitarian personality, broadening the cultural and creative mental space of all participants of pedagogical interaction on the basis of European democratic values – freedom, respect human rights, dignity, justice, tolerance.

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.

The future directions of research are the 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.

## **SUMMARY**

The article deals with the author’s model of gender and educational technologies as psychological and pedagogical support of individual gender socialization, which is focused on partnership and parity of genders; innovative methods of interactive learning and perspectives of gender trainings of gender



competencies' formation, egalitarian awareness and gender culture of pupils and students were outlined.

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. The model of gender-educative technologies as educational accompaniment of personal sex socialization in the period of a person's growing up aimed at gender partnership and personal development, the formation of egalitarian consciousness of schoolchildren with a view of their successful adaptation to personal, professional and civic self-realization has been developed and tested.

Personal-oriented education is seen as a factor in the egalitarian socialization of youth and its psychological security.

The directions of realization of the educational-training program "Gender Youth Culture" and its thematic blocks are described. The activities of the School of Gender Equality (SGE), established at the Scientific Research Centre of the Problems of Gender Education and Upbringing Pupils and Students of NAPS of Ukraine – TNPU by Volodymyr Hnatiuk.

It is empirically proven that the proposed model of gender-based education provides the development of ideas about partnership of genders, the formation of gender-parity interaction between adolescents and youth, activates the self-determination of youth in gender culture, increases the gender competence of future teachers and practicing teachers.

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**Information about authors:**

**Kikinezhdi O. M.,**

Doctor of Psychology, professor,

Head at the Department of Psychology,

Director of the Scientific Research Centre of the Problems of Gender Education and Upbringing Pupils and Students of National Academy of Pedagogical

Sciences of Ukraine of Ternopil Volodymyr Hnatiuk

National Pedagogical University

2, M. Kryvonosa str., Ternopil, 46027, Ukraine

**Kiz O. B.,**

Candidate of Psychology Sciences,

Associate Professor at the Department of Psychology,

Head of the School of Gender Equality

Ternopil Volodymyr Hnatiuk National Pedagogical University

2, M. Kryvonosa str., Ternopil, 46027, Ukraine