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GENDER ASPECTS OF PREPARING FUTURE TEACHERS FOR WORK IN THE CONDITIONS OF NEW UKRAINIAN SCHOOL

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Key words: New Ukrainian school, students, gender competences, gender sensitivity, gender tolerance, future educator, gender-educational technologies.

The analysis of scientific works of Ukrainian scientists on problems of gender education and upbringing, criteria of gender-sensitive, gender-fair, non-discriminatory educational environment provided an opportunity to substantiate the importance to form for future male and female primary school teachers gender competence and gender sensibility in the course of studying the disciplines of the psychological cycle. The gender competence of a future teacher is of professional knowledge that determines their position in theoretical, methodological and practical professional activities.

The teacher is called to manage the process of intellectual, social, emotional, physical, aesthetic development and formation of the spiritual world of the child, predict correctly his or her actions as a subject of cognition, communication and work, involve in pedagogical interaction of children's families, evaluate the results of their own pedagogical activity in the context of educational innovations, to monitor the development of students [3]. In the classroom, he / she should be ready to determine the individual trajectories of education, upbringing and development

of his / her pupils, carry out designing and modeling of the educational environment, which would correspond to the age, psychophysiological characteristics of the junior schoolboys / schoolgirls and contribute to the fullest development of the intellectual personality potential of every child.

The state standard of primary education is based on the humanistic principles of childhood value, joy of learning, personality development, health and safety of the child [1]. It focuses on the psychological parameters of becoming a child and creating optimal psychological and pedagogical conditions for its comprehensive development at the first level of comprehensive secondary education. This is followed literally by each of the principles: 1. Presumption of a child's talent. Ensuring equal access to education, prohibiting all forms of discrimination. 2. The value of childhood. Compliance of educational requirements with the age characteristics of the child. 3. The joy of cognition. Organization of an educational process that will bring joy to the child. 4. Personality development. Instead of "learned helplessness" - fostering inde-

pendence and independent thinking. 5. Health. Creating a healthy lifestyle and creating the conditions for physical and psycho-emotional development. 6. Security. Turning the school into a safe place where there is no violence and harassment.

The principles outlined agree on the strategy of organizing a gender-equitable (T. Hovorun, V. Kravets, O. Kikinezhdi, I. Shulha), gender sensitive (T. Doronin; O. Malakhova) environment for children and young people which a gender-competent teacher is able to organize (O. Kiz, O. Kikinezhdi. S. Kotova-Oliyanyk). As O. Kikinezhdi points out, the younger school age is the most sensitive in the context of forming egalitarian gender perceptions in connection with the development of the new social role of the schoolchildren, which is characterized by the flexibility of sexual behavior, which brings it closer to androgynous. Constructive interaction of genders "equally" implies the development of children's ability to see in a "different" sex a person with a different outlook, culture, feelings and respect. In such conditions, all conditions for maximum self-realization and disclosure of girls' and boys' abilities in the process of pedagogical and parent-child interaction are provided [2].

Although students are taught gender mainstreaming courses ("Gender Pedagogy", "Psychology of Family Life"), which provide better acquaintance with gender theory and the formation of "gender perspective", nevertheless, subjects of the psychological cycle offer powerful opportunities of developing gender competence

and gender sensitivity of students, promote awareness of the right of every individual to a worthy place in society, prepare for active participation in the social, cultural, economic, political life of the country.

Some lectures and practical classes of the content module "Pedagogical Psychology" are devoted to the analysis of pedagogical activity and personality of the teacher. Within these topics, we consider it appropriate to expose students to destructive behaviour and specific actions that discriminate educators against the education of a particular gender. We illustrate them with the "glass ceiling" phenomena, which means vertical gender segregation in the form of invisible and formally undefined barriers that limit women's career advancement in the educational field; "sticky floor", which refers to the longer detention of women in starting positions in the service hierarchy in the initial stages of their careers and their slow progression to the next steps of the career ladder; "glass walls", which mean horizontal gender segregation in the form of concentration of women in the educational sector as less profitable, which does not provide sufficient access to financial and economic resources, authority structures, vertical career growth [3].

While studying pedagogical psychology, it is important to pay attention not only to the manifestations of open discrimination at school, but also to the existence of a "hidden curriculum", which means the organization of the educational institution itself, gender relations between colleagues at work, gender stratification

of the teaching profession, teaching content and style. These dimensions of the invisible curriculum not only reflect gender stereotypes, but also support gender inequality [2]. The element of the "hidden curriculum" is the content of the subjects that children learn in primary grades, the content of the textbooks themselves, methodical developments, handouts and visual materials. Therefore, in accordance with current educational requirements, future male and female specialists should improve and grow personally and professionally, seek alternative education and acquire the latest interactive technologies in pedagogical activity [3].

In view of the above, we see teaching the disciplines of the psychological cycle and writing courseworks in psychology as an important resource for the preparation of the future primary school teacher for the formation of key, general and subject competences of students of junior school age, determination of individual development of their trajectories, abilities and end-to-end skills in accordance with age-specific peculiarities and

needs, creating a non-discriminatory and gender sensitive educational environment in primary schools.

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