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GENDER ASPECT OF PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER IN COMBATING BULLYING

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The changes taking place in the Ukrainian secondary and higher education actualize the problem of forming the professional competences of future teachers, as subjects of creating a safe and healthy educational environment [1]. The study of the safety of the educational environment through the prism of the formation of professional competence of the future specialist in combating bullying in educational institutions has its specifics. Because it is carried out on the border of social psychology, a theory of children's rights, social pedagogy, management psychology, a theory of gender education, a theory of competence education.

The experience of research work of the Center for Gender Education of Zaporizhzhia National University has shown that this problem has three aspects: gender, psychological and pedagogical, legal [2]. Gender stereotypes are internal attitudes about the place of men and women in society, their functions and social tasks. Discrimination is that individuals or groups in society may not receive any assistance or rights due to stigma. The formation of stigma occurs at two levels of communication – interpersonal and mass. At the first level, a certain position is formed concerning a particular person or group, sometimes based on a one-time negative experience of interaction. In the second level, mass communications play a significant role. Bullying can take many forms. The key characteristic is the system. It creates multiple repetitions and this distinguishes bullying from a single manifestation of aggressive behaviour. Based on these provisions, a concept was developed to study the impact of gender stereotypes on student behaviour in a bullying situation. In the process of preparation, diagnostic tools were developed to study the impact of gender stereotypes on the behaviour of students in a bullying situation.

In turn, the procedure for determining the impact of gender stereotypes on behaviour in a bullying situation was reduced to the choice of high school students, students, teachers, high school teachers of different answers in situations. The first situation was: «If a boy in a situation of harassment seeks help from parents, teachers, a psychologist, he is considered:

- a weakling;
- his actions are assessed as correct.

40,9 % of surveyed school teachers believed that if a boy in a situation of harassment seeks help from parents, teachers, a psychologist, he is considered, among other answers, «weakling»: students – 26,3 %; school teachers – 40,9 %; university

teachers – 15,4 %; practical psychologists and social pedagogues of educational institutions of the city – 12,5 %.

Interesting results were obtained from the answers to the second situation: «Imagine a situation of harassment in which photos of a girl with offensive captions are posted on social networks. Will it be easy for her to seek help from parents, teachers, a psychologist?». 60,5 % of students; 34,5 % of school teachers answered «No»; 61,5 % of university teachers; 75,0 % of practical psychologists and social educators of educational institutions of the city.

Thus, the results of this research allowed us to see trends in the impact of gender stereotypes on student behaviour in a bullying situation. It can be argued that this knowledge should be implemented to the content of professional training of future teachers.

The gender aspect is revealed through the study of the influence of stereotypes on the perception of the bullying situation by different groups of participants in the educational process. The process of formation of professional competencies of future teachers was carried out, including through the developed criteria. An important criterion was defined – professional competence. The issues of developing diagnostics for evaluating the work of pedagogical staff to ensure a safe environment in the educational institution are awaiting further study.

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ГЕНДЕРНІ УПЕРЕДЖЕННЯ ВЧИТЕЛІВ ЯК ЧИННИК ДИСКРИМІНАЦІЇ ОСОБИСТОСТІ В ОСВІТНЬОМУ СЕРЕДОВИЩІ

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Однією з глибинних причин укорінення нерівності в сфері освіти науковці вважають сформовані у педагогічних працівників, вихованих за патріархальної системи, гендерних упереджень, які разом з гендерними стереотипами є осердям дискримінації учнів за статевою ознакою [2; 7]. Гендерні упередження впливають на стиль викладання і характер педагогічної комунікації, а у поєднанні з