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THE ROLE OF THE TEACHER IN GENDER EDUCATION OF THE CHILD IN THE CONTEXT OF THE CONCEPT OF TEACHER EDUCATION DEVELOPMENT

РОЛЬ ВЧИТЕЛЯ У ГЕНДЕРНОМУ ВИХОВАННІ ДИТИНИ В КОНТЕКСТІ КОНЦЕПЦІЇ РОЗВИТКУ ПЕДАГОГІЧНОЇ ОСВІТИ

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Abstract. *The article outlines the problematic field of educational reforms in the context of the Concept of Development of Pedagogical Education and Integration with the European Educational Space. The main areas of research on gender issues are highlighted. It is proved that preschool age is a sensitive period for gender education, since it is during this period that the basis of personality culture is laid, and the mechanisms of morality are formed. The author reveals the direct dependence of the effectiveness of the process of preschoolers' education on the quality of training of a new generation of preschool teachers, where the main figure is the educator - one of those responsible professions that depends not only on the upbringing and education of children, but also on the formation of their gender beliefs.*

Key words: *preschoolers, preschool education, gender, gender education, training of future educators.*

Introduction.

Today's globalized world places new demands on the quality of education. The teaching profession is one of the most respected and responsible in the world. It is the teacher's activity that is associated with scientific and technological progress and the development of society, the outcome of which largely depends on the potential of the teacher's skills, efforts, abilities and professionalism. Therefore, each country is interested in training a cohort of teachers who would focus on the formation of a highly educated, responsible, creative and imaginative student [2].

Our country cannot stay away from global trends in the educational space. Pursuant to the Law of Ukraine "On Education", in 2018, the Concept of Teacher Education Development was approved, which aims to advance the modernization of teacher education to create a basis for training a new generation of teachers and provide conditions for the formation and development of modern alternative models of professional and personal development of teachers [6].

According to the Concept, the problem that needs to be addressed immediately is "the imbalance between the public demand for highly qualified teachers, the prospects for the development of society, global technological changes and the existing system



of teacher education, as well as the level of readiness/ability of modern teachers to perceive and implement educational reforms in Ukraine. The manifestations of this problem are: deterioration of the quality of education caused by the inability of a certain part of pedagogical workers and applicants for pedagogical education to master and practically use the latest methods (technologies) of teaching, upbringing and development; erosion of public trust in the professional community of pedagogical workers as carriers of knowledge, culture and social values; internal (to other types of professional activity) and external (to other countries) migration of a significant number of promising pedagogical workers; a decrease in the social prestige of pedagogical work and a tendency to position its secondary importance in comparison with other types of mental labor" [6].

The solution to the problem is seen in a comprehensive reform of the system of teacher education, continuous professional and personal development of teachers, including the structure, content, organization and methods (technologies) of teaching, and an increase in the proportion of practical training in educational programs [6].

Main text.

Preschool education is the first step to obtaining quality knowledge, the foundation on which the entire education system is built. It is in preschool age that the psychological mechanisms of personality and the foundations of moral development are laid. During preschool years, there is an intensive process of formation of a child's self-awareness, an important component of which is the awareness of oneself as a representative of a certain gender. The problem of gender socialization is one of the most important and urgent problems of psychological and pedagogical science. Without solving it, it is impossible to develop methods of a differentiated approach to educating children to respect the other sex, sensitivity and tolerance in inter-sex interaction, etc.

The main state documents regulating preschool education are the Law of Ukraine "On Education", the Law of Ukraine "On Preschool Education", the Law of Ukraine "On Childhood Protection", the Convention on the Rights of the Child, the Basic Component of Preschool Education in Ukraine (State Standard of Preschool Education in Ukraine), the Concept of the New Ukrainian School, etc. These documents are based on the ideas of humanistic pedagogy, civic and patriotic education; joint responsibility of the state, the public, families, teachers and other professionals involved in the upbringing and development of preschool children; and a gender approach that provides for the creation of conditions for the formation of an egalitarian consciousness free from gender stereotypes and responsible for their interpersonal relationships in society [8].

It is worth noting that gender issues have long remained outside the scope of research of domestic educators and psychologists for a number of objective and subjective reasons, while in foreign science (M. Barrett, A. Waterman, B. Herald, V. Doise, E. Durkheim, E. Erikson, J. Coleman, J. Marcia, D. Matteson, A. Smith, S. Stryker, G. Tejfel, J. Turner, S. Freud, C. Jung, etc. Although the concept of "gender" was introduced into scientific circulation by R. Stoller back in 1968 to denote social sex as opposed to biological sex, interest in this topic in Ukrainian society has increased only in the last two decades [2].



Having taken a strategic course towards European integration, Ukraine has signed and ratified a number of international documents in the field of gender equality and prevention of violence against women: The UN Charter (1945); the International Labor Organization Convention on Equal Remuneration for Men and Women Workers for Work of Equal Value (1951), the Convention on the Political Rights of Women (1952), the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW or the Women's Convention) (1979), The Roadmap for Equality between Men and Women (2006), the Declaration of the Committee of Ministers of the Council of Europe on the implementation of gender equality in practice (2009), the Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention) (2011), etc. In January 2019, the Law "On Preventing and Combating Domestic Violence" came into force in Ukraine [2].

Article 24 of the Constitution of Ukraine and the Law of Ukraine "On Education" proclaim the idea of respect for human rights and non-discrimination on the basis of gender in the educational sphere. The Law of Ukraine "On Ensuring Equal Rights and Opportunities for Women and Men" (2005) emphasizes the introduction of a gender component in the national system of training specialists, stating that educational programs for higher education should include electives and disciplines that study the problems of ensuring equal rights and opportunities for women and men, the legal framework for gender equality based on the harmonization of national and international legislation, etc [4].

Analysis of the scientific literature allows us to identify several areas of research on the stated issues:

- studies devoted to the analysis of the phenomena of gender equality, gender culture, gender socialization, gender identity and differentiation, women's political leadership, history of the women's movement, etc (V. Ageieva, J. Butler, S. Boehm, T. Vlasova, S. Wolf, N. Gapon, I. Grabovska, S. Hubar, O. Zabuzhko, N. Zborovska, M. Keilen, T. Klimenkova, M. Malysheva, L. Nicholson, C. Oksamytna, D. Spender, S. Farrell, V. Chernetskyi, O. Yarska-Smirnova, etc);

- research on the theoretical foundations of gender culture formation and technologies for integrating a gender approach into the educational space of higher education institutions (O. Bondarchuk, O. Vasylchenko, S. Vykhor, T. Hovorun, T. Holovanova, L. Gradusova, S. Hryshak, L. Danylenko, I. Datsenko, M. Zubilevych, O. Kikinezhdhi, L. Kovalchuk, O. Lutsenko, N. Prykhodko, N. Pushkariova, I. Tartakovska, P. Terzi, A. Yagramtseva, etc.);

- research on the formation of conscious parenthood, preparation of young people for paternal and maternal functions, moral aspects of preparing the younger generation for family life (A. Antonova, V. Boiko, O. Bezpalko, I. Bratus, L. Verb, T. Veretenko, T. Gurko, V. Gurov, Z. Zaitseva, V. Karpikov, G. Laktionova, D. Lutsyk, M. Mashovets, E. Nasedkina, R. Ovcharova, V. Postovyi, E. Sycheva, G. Cherednychenko, S. Shuman, etc);

- research on gender tolerance (L. Vashchenko, T. Hovorun, T. Hrubii, O. Demchyna, V. Kagan, L. Karnaukh, T. Motuz, V. Polyakova, S. Stolyarchuk, etc);

- studies on the essence and specifics of the organization of gender education for preschool and school-age children (D. Isayev, V. Kagan, O. Kikinezhdhi, D. Kolesov,



I. Muntyan, L. Oliynyk, A. Petrovskyi, T. Repina, L. Stoliarchuk, V. Sukhomlynskyi, N. Tatarintseva, L. Trubaichuk, O. Tsokur, etc);

– studies on the problem of professional training of pedagogical staff in higher education institutions (O. Bezlyudnyi, I. Bekh, A. Bogush, A. Zalizniak, L. Ishchenko, A. Kapska, O. Kobernyk, O. Kravchenko, V. Lugovyi, N. Nychkalo, O. Oleksiuk, I. Pidlypniak, O. Savchenko, S. Sovhyra, R. Skulskyi, V. Semychenko, R. Khmeliuk, etc.) [2].

Scientists consider gender education as a type of social education in the unity and integration of the functions of legal, moral and sexual education, which require special organization and appropriate pedagogical guidance, regardless of the age category of students [7].

Gender education is a modern area of teacher's educational activity, which, through favorable socialization, allows a child to form a stable concept of his or her own gender. The introduction of a gender approach in pedagogy will expand the life space for the development of individual abilities and potential of each child, freeing the thinking of teachers from gender role stereotypes. True equality does not imply the leveling of gender, but takes into account the specifics of life interests and psychological differences between girls and boys in the educational process [5].

Conclusions. Thus, given that preschool age lays the foundation for personal culture and the formation of moral mechanisms, it seems justified to consider this age as a sensitive period for the education of gender tolerance [1].

It was found that the stated problem is of interest to a significant number of domestic and foreign scientists. However, despite the numerous scientific developments on gender issues and professional training of teachers, the peculiarities and main activities of higher education institutions in training future educators for gender education of children remain insufficiently studied.

We see a direct dependence of the effectiveness of the process of educating preschoolers on the quality of training of a new generation of preschool teachers, where the main figure is the educator – one of those responsible professions that not only educates and trains children, but also shapes their gender beliefs [3]. This will be the subject of our next research.

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***Анотація.** У статті окреслено проблемне поле питань щодо освітніх реформ у контексті Концепції розвитку педагогічної освіти та інтеграції з європейським освітнім простором. Виокремлено основні напрями досліджень із гендерної проблематики. Доведено, що дошкільний вік є сензитивним періодом для гендерного виховання, оскільки саме у цей період закладається базис культури особистості, відбувається становлення механізмів моральності. Виявлено пряму залежність ефективності процесу виховання дошкільників від якості підготовки нової генерації дошкільних педагогів, де головною фігурою є вихователь – одна з тих відповідальних професій, від якої залежить не тільки виховання і навчання дітей, а й формування їхніх гендерних переконань.*

***Ключові слова:** дошкільники, дошкільна освіта, гендер, гендерне виховання, підготовка майбутніх вихователів.*

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