EDUCATION AND UPBRINGING: READINESS OF FUTURE TEACHERS FOR GENDER EDUCATION OF CHILDREN

Abstract. The article the main directions of research on gender issues are highlighted, the solution of which is seen in the implementation of a comprehensive reform of the system of pedagogical education, continuous professional and personal development of teachers, including the structure, content, organization and teaching methods, an increase in the number of credits allocated for practical training in educational programs. It has been proven that the first step towards obtaining high-quality knowledge, the foundation on which the entire educational system is built, is pre-school education; when psychological mechanisms and the foundations of the moral development of the individual are laid, an important component of which is gender socialization. The role and place of the course "Fundamentals of the Theory of Gender Education of Children" in professional training of future teachers for gender education of children are defined and substantiated. Characterized are the leading structural components of the future teachers' readiness for gender education of children: cognitive, motivational and value, and organizational activity. The content of the discipline "Fundamentals of the Theory of Gender Education of Children" was submitted in accordance with the requirements of the credit transfer system. It has been confirmed that the preparation of future teachers for professional activities is also facilitated by the solution of gender problems in the course of educational and industrial pedagogical practices; organizing and conducting awareness-raising events, seminars and conferences at various levels on gender issues; additions to the list of coursework and final qualification works with a gender theme, as well as the student scientific group "Gender education of preschoolers" operating at the faculty.

The final diagnostic sections suggest the effectiveness of introducing the first (bachelor) level of higher education in the educational process to the specialty 012
Preschool education of the discipline "Fundamentals of the Theory of Gender Education of Children" in Pavlo Tychyna Uman State Pedagogical University. This is confirmed by the recorded dynamics of increasing the level of readiness of future preschool specialists for gender education of preschool children, as well as positive feedback from applicants for higher education.

**Keywords:** education, upbringing, gender education, preschoolers, professional training, future teacher, future teacher's readiness.

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**ОСВІТА ТА ВИХОВАННЯ: ГОТОВНІСТЬ МАЙБУТНЬОГО ПЕДАГОГА ДО ГЕНДЕРНОГО ВИХОВАННЯ ДІТЕЙ**

**Анотація.** Публікація присвячена проблемі освіти і виховання дітей дошкільного віку, зокрема, актуальній нині темі – гендерного виховання дітей, а також готовності майбутніх педагогів до цієї діяльності. У статті виокремлено основні напрями дослідження гендерної проблематики, вирішення яких вбачається у здійсненні комплексного реформування системи педагогічної освіти, безперервного професійного та особистісного розвитку педагогів, зокрема структури, змісту, організації та методики викладання, збільшення кількості кредитів, відведених на практичну підготовку в освітніх програмах. Доведено, що першим кроком до отримання якісних знань, фундаментом, на якому будуеться вся освітня система, є дошкільна освіта, коли закладаються психологічні механізми та основи морального розвитку особистості, важливою складовою якого є гендерна соціалізація. Визначено та обґрунтовано роль і місце освітнього компонента «Основи теорії гендерного виховання дітей» у професійній підготовці майбутніх вихователів до гендерного виховання дітей. Охарактеризовано провідні структурні компоненти готовності майбутніх вихователів до гендерного виховання дітей: когнітивний, мотиваційно-ціннісний та організаційно-діяльнісний. Зміст освітнього компонента «Основи теорії гендерного виховання дітей» подано відповідно до вимог кредитно-трансферної системи організації освітнього процесу.

Підсумкові діагностичні зразки засвідчують ефективність упровадження в освітній процес першого (бакалаврського) рівня вищої освіти спеціальності 012 Дошкільна освіта в Уманському державному педагогічному університеті імені Павла Тичини освітнього компонента «Основи теорії гендерного виховання дітей». Це підтверджується зафіксованою динамікою підвищення рівня готовності майбутніх фахівців дошкільної освіти до гендерного виховання дітей дошкільного віку, а також позитивними відгуками здобувачів вищої освіти.
Problem statement. When the famous educator and psychologist Sh. Amonashvili was asked: "Why do you think all state reforms in education do not meet expectations?", the answer was as follows: "I'll tell you. All reforms do not start where they should start, but where they are doomed to fail from the very beginning. Reform begins only with the teacher. If I am a bad teacher, give me better programs, what will they turn into in my hands? If I am a good teacher, give me bad programs, what will I do with them? Try to see the methodology in your own way and give yourself to the children. So who is reforming the school? The minister with his program? Or me with my personal truths? We need to educate teachers who are thinking, creative, and free. Not to scold teachers, but to uplift them. They are the artists of life. Today's teachers are painting the middle of the twenty-first century" [1].

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.

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 [2].

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 due to 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 part of promising pedagogical workers; reduction of public opinion.

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, increasing the share of practical training in educational programs [2].
Preschool education is the first step to obtaining quality knowledge, the foundation on which the entire education system is built. It is in preschool 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 teaching children respect for the other sex, sensitivity and tolerance in intergender interaction, etc. [3].

**Analysis of key research and publications.** For a long time, gender issues, for a number of objective and subjective reasons, have remained outside the scope of research of domestic educators and psychologists, 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 has grown in Ukrainian society only in the last two decades.

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.

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" (No. 2866-IV of September 8, 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 basis for gender equality through the harmonization of national and international legislation, etc. [4].
The analysis of scientific literature gives grounds to distinguish 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. (Butler, S. Boehm, S. Hubar, O. Zabuzhko, N. Kolyada, T. Kochubey, O. Kravchenko, etc.); studies 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, M. Zubilevych, O. Kikinezhdi, O. Lutsenko, N. Prykhodko, etc.); studies on the formation of conscious parenthood, preparation of young people to perform fatherly and motherly functions, moral aspects of preparing the younger generation for family life (D. Lutsyk, M. Mashovets, V. Postovy, S. Shuman, etc.); studies on the problem of professional training of pedagogical staff in higher education institutions (O. Bezludnyi, I. Bekh, A. Bogush, A. Zalizniak, L. Ishchenko, A. Kapska, O. Kobernyk, V. Lugovyi, N. Nychkalo, O. Oleksiuk, O. Savchenko, S. Sovhyra, V. Sukhomlynskyi, O. Tsokur, etc.); studies on the essence and specifics of the organization of gender education of preschool and school-age children (L. Karnaukh, O. Kikinezhdi, I. Muntyan, L. Oliynyk, V. Sukhomlynskyi, O. Tsokur, etc.).

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 teachers for gender education of children remain insufficiently studied.

Therefore, taking into account the above, we see the purpose of the publication in defining and substantiating the role and place of the course "Fundamentals of the Theory of Gender Education of Children" in the professional training of future teachers for gender education of children in the context of the Concept of Teacher Education Development.

Summary of the main material. 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 on which depends not only the upbringing and education of children, but also the formation of their gender beliefs [3].

In order to train future teachers for gender education of children, the discipline "Fundamentals of the Theory of Gender Education of Children" (a cycle of professional training of the mandatory block of disciplines) was introduced into the curriculum of the first (bachelor's) level of higher education in the specialty 012 Preschool Education of the Faculty of Preschool and Special Education of Pavlo Tychyna Uman State Pedagogical University. The discipline is taught in the fourth semester and includes 3 credits (90 hours). Of these, 30 hours are allocated for classroom classes (10 hours – lecture course, 20 hours – practical classes) and 60 hours – for independent work. Upon completion of the course, higher education students pass the final control in the form of an exam.
The objective of the course is to equip higher education students with knowledge of the basic concepts of gender pedagogy; to familiarize them with a brief historical overview of the formation and current issues of gender pedagogy, the essence and importance of gender socialization of preschoolers; to outline the tasks, content, forms and methods of gender education of preschoolers.

The leading structural components of future teachers' readiness for gender education of children are cognitive (gender education of the future teacher), motivational and value (a set of motives, inclinations, interests, needs, value orientations and the formation of psychological properties of the future teacher's personality necessary for his/her professional activity in gender education of children) and organizational and activity (the ability to implement in their own practical activity the organizational and pedagogical conditions of gender education).

In accordance with the credit transfer system used by the university, the course program is organized into modules (content and individual learning and research tasks). Let's focus on their brief description.

The first module includes two content modules. The lecture course of the first content module "Theoretical Foundations of Gender Pedagogy" contains two topics:

1. General foundations of gender pedagogy (includes consideration of the following issues: characteristics of the subject, tasks, conceptual apparatus of the discipline; a brief historical overview of the formation of a gender approach in pedagogy; analysis of current issues of gender pedagogy at the present stage; preparation for family life and the performance of family functions as part of the overall process of education).

2. Psychological basics of gender pedagogy (includes consideration of the following issues: the essence and importance of gender socialization; factors of gender socialization; gender characteristics of the individual at different age stages; characteristics of sex-role development and gender differences of preschoolers).

The logical continuation of the lecture course is practical classes aimed at consolidating, expanding and detailing the knowledge of higher education students obtained during theoretical training; equipping them with practical skills and abilities to work directly with preschoolers.

The practical course at this stage includes the following topics:

1. Theoretical issues of gender pedagogy.

In accordance with the objective, the workshop is aimed at discussing the following issues: similarities and differences between the terms "sex" and "gender"; negative consequences of "sexless pedagogy"; specifics of the subject and objectives of gender pedagogy; similarities and differences between the terms "sex education", "sex-role education", "gender education"; differences in the upbringing of boys and girls in pedagogical systems of the past and present; the need for a differentiated approach to the upbringing of children of different sexes; the influence of gender attitudes of the teacher on the formation of gender behavior of students; the main components of gender competence, etc.
2. The essence and importance of gender socialization. The lesson is aimed at discussing the following issues: the content of the concept of "gender identity"; concepts of sex-role socialization; basic mechanisms of gender socialization; specifics of socialization of boys and girls; ways to overcome difficulties in the socialization of boys and girls, etc.

The second content module "The Essence and Content of Gender Education of Preschoolers" includes the following topics:

1. Gender education of preschoolers in the conditions of preschool education (main issues of the topic: gender expertise of legal documents regulating the field of preschool education in Ukraine; tasks and content of gender education of preschoolers; characteristics of the principles, forms, means and methods of gender education, etc.)

2. Interaction of preschool educational institution and family in solving the problems of gender education of preschoolers (main issues of the topic: folk pedagogy on sex education; family and its influence on gender education of preschoolers; integration of social and family education as the main condition for gender education of preschoolers, etc.)

The practical course of the second content module is aimed at discussing the following topics:

1. Organization of work on gender education in preschool education institution. The main issues for discussion: the influence of the children's team on the formation of the preschooler's gender-role behavior; basic principles and forms of organizing work with preschoolers on gender education; specifics of gender education classes; peculiarities of forming the behavior of boys and girls; peculiarities of applying a gender approach in organizing the main activities of preschoolers; the influence of toys and games on the formation of future men and women, etc.

Applicants for higher education should offer conversations with preschoolers on the following topics: "I am a boy, a future man. I am a girl - a future woman", "Little knights and little princesses", "Should girls be friends with boys?"; create a memo for teachers "Organization of communication with boys and girls".

2. Deviations in preschoolers' gender role behavior. The lesson is aimed at discussing the following issues: deviations in the sexual and role behavior of preschoolers and their causes; causes and signs of unformed gender identity; masculinity of girls and femininity of boys as harbingers of non-traditional orientation in the future; the most common mistakes made by teachers and parents in the selection of methods of influence on boys and girls; what and why preschoolers should know about their own bodies; the main reasons for a child's attraction to onanism, etc.

Higher education applicants should offer advice for adults for every day in order to prevent deviations in preschoolers' sexual and role behavior and talk to children on the topics: "Growing up healthy (about bad habits)", "Do you like being a girl/boy?", "Etiquette lessons", etc.
3. Family and its role in gender education of preschoolers. Issues for discussion: the influence of parents' example on children's sexual and role behavior; the role of family traditions and family holidays in gender education of preschoolers, etc.

Higher education students offer consultations for parents on the following topics: "The influence of television on the child's sexual and role behavior", "What toys are better to buy for girls/boys?"; parental meetings on "How to raise a real family man?", etc.

Individual educational and research tasks (module 2) are aimed at revealing the following issues: ideas of gender education in the pedagogy of V. Sukhomlynskyi; the role of toys in the formation of future men and women; preparation of boys for the social roles of a man and a father; preparation of girls for the social roles of a woman and a mother; sex education of preschoolers by means of Ukrainian folklore; the role of fairy tales in gender education of preschoolers; problem situations and their role in gender education of preschoolers; implementation of the principle of truthfulness in gender education.

Independent work is an integral part of preparing future teachers for gender education of preschoolers. Applicants for higher education have to conduct a gender analysis of the Basic Component of Preschool Education in Ukraine; offer a synopsis of the lesson for preschool children "Where did I come from?"; offer a holiday scenario to solve the problems of gender education; consider the influence of religion and the church on the sexual role behavior of preschoolers (essay); analyze the impact of advertising on gender education of preschoolers (essay); develop recommendations for parents "How to protect a child from sexual abuse?", etc.

In addition, the Faculty has a student research group "Gender Education of Preschoolers", which not only enables higher education students to deepen their knowledge of gender theory and prepares future teachers for gender education of children, but also promotes student research on gender issues and provides favorable conditions for the development and organization of cultural leisure for young people.

The preparation of future teachers for professional activity is also facilitated by addressing gender issues in the course of educational and industrial pedagogical practices; organizing and conducting awareness-raising events, seminars and conferences of various levels on gender issues; supplementing the lists of course and final qualification works with gender issues.

Conclusions. The final diagnostic sections make it possible to assert the effectiveness of the introduction of the discipline "Fundamentals of the Theory of Gender Education of Children" in the educational process of applicants for the first (bachelor's) level of higher education in the specialty 012 Preschool Education of the Faculty of Preschool and Special Education of Pavlo Tychyna Uman State Pedagogical University. This is confirmed by the recorded dynamics of increasing the level of readiness of future preschool specialists for gender education of preschoolers, as well as positive feedback from students.
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