

## **GENDER EDUCATION: WAYS OF DEVELOPMENT AND OVERCOMING OF STEREOTYPES**

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### **INTRODUCTION**

Gender education continues to acquire significant changes and new features. Its development is not without its difficulties and contradictions, but the main one is the tendency for dynamism and optimization. Changes in the structure of scientific knowledge have been observed, as the gender component has been becoming an integral part of them. An active search for optimal ways to reproduce gender culture and to shape its active actors in the process of education and training is underway. At the same time, modern pedagogy faces a different awareness of sociocultural factors that influence the setting and manifestations of gender socialization.

In our view, the gender issue in the professional sphere has been sufficiently democratically implemented, that is, the equality of women and men in the middle class has generally resolved. Representation of women and men in power is not parity, but in the society, there is already an established understanding of this issue and is gradually finding its display into the real leadership and political positions of women (and men). The development of the gender issue in education is somewhat deformed, where today the priority in the formation of gender equality issues belongs to higher education institutions in the development of relevant programs, special courses, etc. Gender and parity issues are interpreted and mastered by primary and secondary levels in terms of equal employment of girls and boys (women and men) in different activities and work. It is certainly a positive approach, but it is somewhat schematic and superficial. In addition, the gender dimension should also be improved for the part of professors who are wary of the topic, as the gender component has become an integral part of the pedagogical innovation environment and should contribute to the formation of egalitarian values.

The issue of gender socialization of the individual is noteworthy since insufficient attention has been paid to the social aspects of gender that take place in different sociocultural public systems. Gender socialization helps the individual to assimilate norms, rules of conduct and settings about the

role, position and purpose of gender in society, acts as a process of directional and, at the same time, spontaneous influences on the individual, but determining the involvement of a man or a woman in the established system of gender roles, implementation of gender transformation and implementation the attitude towards the nature of gender roles and the further implementation of such an approach in society from equality of rights to equality of opportunity and realization of personality.

An urgent need is to implement a gender approach in all levels of the educational process and in all levels of education. In particular, it may find manifestation in the introduction of the study of the discipline "Gender Pedagogy", the creation of a cycle of elective courses in gender orientation, the identification of interdisciplinary links and relevant topics on gender in the acquisition of subjects of the social and humanitarian cycle. It provides an opportunity to understand the specificity and social purpose of gender theory to the fullest extent and significantly influences the knowledge of the space of modern life and its organization.

An interdisciplinary approach may be one way of introducing gender studies. In particular, the selection of the relevant component and defined topics in the disciplines of history, journalism, economics, psychology, pedagogy, etc., efforts to integrate the gender component in all areas of education, overcoming stereotypes through educational and educational activities. Consistent, constructive action must be taken to promote gender equality, to shape and develop gender culture and gender education as subjects of influence on society.

### **1. Features of consideration of gender issue in Ukraine**

The value of gender equality in society has become a logical development of human civilization. Researchers point out that lack of gender education leads to deviations in personality formation, causes behavioral disorders, can be the cause of unhappy marriages, and sometimes the lack of understanding of gender equality causes the factors that lead to the emergence of psychiatric disorders.

Contemporary gender history is a much broader concept because it encompasses historical feminology, historical andrology, and the history of gender relations. A similar view – that is, the history of womanhood as part of gender history – is also expressed in Ukrainian historiography<sup>1</sup>. To this we can add that historical feminology has more distinctive features of

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<sup>1</sup> Жіночі студії в Україні: жінка в історії та сьогодні [Women's studios in Ukraine: a woman in history and today]. Одеса : Астропринт, 1999. С. 8.

“femininity”, defining its purpose – the study of the female component with its inherent specificity.

Note that without feminism there would be no such thing as gender. When it comes to gender equality, this activity must underpin a feminist ideology. In any gender-based organization, a lack of understanding of basic things about women’s rights and feminism leads to the profanation of the issue (only declarative statements, the struggle for the priority of activity of either men or women, ie lack of genuine equality). As is often the case in Ukraine and in the world, legislation that has been put in place to protect women’s rights is not the first to start using it for the benefit of women, and to the detriment of men. Women’s organizations that advocate for women’s rights are getting bigger, they are more active and professional, their activities are becoming more visible, they are beginning to receive the recognition they deserve, and they are aware of such activities outside those women’s movement<sup>2</sup>.

Ukrainian society still fears feminism, and not only in patriarchal institutions, but also in civil society. Statistics show that out of more than a thousand registered women’s organizations, only five call themselves feministic. In addition, “there is even such a purely Ukrainian invention as the” gender movement “(Internet inquiries indicate a pronounced Ukrainianness” of this term) to denote the types of academism and research that are included in gender mainstreaming<sup>3</sup>.

However, feminism, on the one hand, laid the foundations for gender studies and outlined the problem as a whole, and on the other, at the beginning of the 21st century feminism as a movement demonstrates helplessness and small activity: women are emancipated the issue of women’s voting rights in society is almost resolved. Therefore, gender theories and research as gender equality rights were on the agenda.

The origins of gender theory are the so-called microlevel relations theories, that is, those that consider rather individual ones have interpersonal interactions. Here are three main points: Peter Bergman’s socio-constructivist approach, Harold Garfinkel’s ethnomethodological approach, Irving Hoffmann’s dramatic interactionism. Thus, at the micro-level, the gender structure of society is concerned with gender identities

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<sup>2</sup> Дмітрієва М. В основі жіночого активізму має бути феміністична ідеологія [Feminist ideology have to be at the heart of women’s activism]. *Гендерний журнал «Я»*. «Гендер і активізм», №45, 2018. С. 24.

<sup>3</sup> Плахотнік О. Неймовірні пригоди гендерної теорії в Україні [Incredible adventures of gender theory in Ukraine]. *Критика*. № 9–10 (167–168), 2011. С. 21.

(“reproduction” of masculinity or femininity scenarios), and at the macro level, institutions. All social institutions are considered to be gendered, meaning that they have “inscribed” certain rules of conduct, often informal, about the place women and men occupy and what roles. The study of gender relations in the four institutions of society (politics, economy, family, and culture) is an approach used for a comprehensive institutional analysis of gender relations in society<sup>4</sup>.

Standardized perceptions of behaviors and traits that correspond to the concepts of “masculine” and “feminine” are clearly manifested in gender stereotypes. Such stereotypes may arise on the basis of racial, age, religious, socio-class, and other differences between people. However, gender-based stereotypes are of a particular nature because they divide humanity into two groups. It is about belonging to each of the female or male parts of humanity. The results of this distribution are reflected in the stereotypes of “masculinity” and “femininity”, which are based on opposing views of women and men. At the same time, specific studies have repeatedly confirmed that variability in character traits and abilities is much greater within each sex group than between them<sup>5</sup>.

Examples of gender differentiation can be differences in normative gender behavioral models and evaluation criteria for representatives of both sexes; different distribution of responsibilities and rights solely by gender differences; clear distribution in the field of choice and mastery of the profession (the presence of the so-called “male” and “female” professions)<sup>6</sup>.

Separately, there is the problem/question of queer theory. In modern usage, the term “queer” exists in a broad and narrow dimension. In a narrow sense, it describes actions and analytic models that dramatize the incongruity of the seemingly stable relationship between chromosomal sex, gender, and sexual desire. Broadly, it is used not only as a marker of sexual or gender identity but also as an identity imposed on any sociocultural “Other” and opposed to the dominant model of identification. For the critical discourse of queer theory, the notion of gender normativity is important, which is regarded as the canon of gender and sexual relations. The queer theory is

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<sup>4</sup> Марценюк М. Гендер для всіх. Виклик стереотипам [Gender for all. Challenge stereotypes]. Основи, Київ, 2017. С. 26.

<sup>5</sup> Кутова Н.А. Гендер і освіта. Жінка в Україні [Gender and education. Woman in Ukraine]. *Міжвідомчий науковий збірник*. Т. 23. Київ, 2001. С. 469.

<sup>6</sup> Ічанська О.М. Сучасні аспекти гендерної проблематики [Current aspects of gender issues]. *Гендер: реалії та перспективи в українському суспільстві: Матеріали Всеукр. науково-практичної конференції* (м. Київ, 11-13 грудня 2003 р., додаткове видання). Київ : ПЦ «Фоліант», 2004. С. 10.

focused on overcoming gender dichotomy, criticizing and denying heteronormativity and any clear definition of gender identity boundaries. This is a study of the social mechanisms for establishing and operating a model of binary normativity<sup>7</sup>. Thus, the essence and perspective of queer research lie in the production of critical interdisciplinary knowledge of gender identity and human sexuality in their socio-cultural and historical dynamics. In queer theory, the concept of normativity is rethought. The concept of queer and the underlying theory bring to the fore the social certainty of our identity, raising questions about the normativity, variants and practices of constructing gender, and sexuality.

It is relevant to apply the principle of cultural conformity in conjunction with the principle of historicism in the process of gender education. At the same time, it is necessary to outline both the peculiarities of the development of this issue in the folk pedagogy of a particular people and to compare it with the existing traditions of the gender issue (or its formation) in other countries.

It should be borne in mind that gender research is primarily based on the principle of scientific egalitarianism, that is, their interest is equally directed to the study of historical processes that are viewed through the lens of organic interconnected participation in both women and men. This is a separate area of research<sup>8</sup> in the context of gender mainstreaming in the world: general trends in the development of gender policy in the world at the present stage, experience of gender mainstreaming in European countries – the world flagship of gender policy, debating the formation, development, and implementation of gender issues in US policy in Canada), gains and imbalances in the implementation of gender policy in Central and Latin American countries, gender stereotypes and gender asymmetry in Japan and China, breakthroughs and the gaps in the process of gender equality in Australia, the religion of Islam as the basis for the distinctiveness of gender issues in Muslim countries. In general, the issues of promoting and implementing gender equality ideas, changing stereotypes about the social roles of women and men, focusing on research and teaching women's and

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<sup>7</sup> Червінська Т. Поняття (гетеро)нормативності у квір-теорії [The concept of (hetero) normativity in queer theory]. *Актуальні проблеми соціології, психології, педагогіки. Збірник наукових праць*. Київський національний університет імені Тараса Шевченка. № 2(33), 2017. С. 104.

<sup>8</sup> Ядловська О. Становлення гендерного питання у світовій практиці. *Основи теорії гендеру: юридичні, політологічні, філософські, педагогічні, лінгвістичні та культурологічні засади: монографія* [Fundamentals of gender theory: legal, political, philosophical, pedagogical, linguistic and cultural background: monograph]. Кол. авт.; ред. Наливайко, Л., Грицай, І. Київ : «Хай-ТекПрес», 2018. С. 219.

gender histories, creating effective legislation and monitoring its implementation and implementation remain relevant. World experience in developing gender equality issues is based on the initiatives of countries where a number of gender issues have been implemented at the legislative level – in Europe, these are Scandinavian countries, Germany, and the United Kingdom; as well as in the world – Canada, New Zealand, Australia. A slightly lower gender equality index is observed in Central and Latin America, Africa, South, and East Asia. For the last two regions, the Muslim religion remains a significant factor in “non-implementation”. Although, in general, in these regions, the gender gap is gradually narrowing. Syria, Pakistan, and Yemen remain outsiders to gender mainstreaming. Separately, let us distinguish between Japan and China, where, on the one hand, ethnic stereotypes and consequences, so to speak, of “historical cases” are difficult to isolate – Japan’s isolationism and “one-child policy in China”. However, in these countries, the hierarchy of values is being gradually revised, and countries are also adhering to the UN Convention on the Elimination of All Forms of Discrimination against Women, adopting a number of pieces of legislation that promote gender equality policies. The issue of gender equality, therefore, has become a pivotal pillar, just as important as democracy and the rule of law, and is a cornerstone of human rights.

Interestingly, the progress made towards achieving gender equality in the world since the beginning of the 21st century stopped in 2017. This is noted in the annual report of the World Economic Forum. The global movement towards gender equality has not simply stopped but has reversed since the first Global Gender Gap Report survey in 2006 (the global average for gender equality has fallen from 68.3% to 68%)<sup>9</sup>. However, this is a minimal indicator of decline and, in general, in developed countries, the gender issue is the focus of increased attention of the state, educational institutions and others.

For example, you can follow the features and bring to the educational process the programs tried out in Canada. The gender component for upper secondary school students is broadly reflected in the following issues: current legislative framework on the status of women and men of different backgrounds, socio-economic status, capacity, race, religion, etc. in different historical periods; transformation of gender roles; the daily lives of women and men in the country and in the world; the contribution of eminent persons of both sexes to the socio-political, economic and cultural development of the country in the past and present; gender identity, gender socialization;

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<sup>9</sup> На подолання гендерної економічної нерівності потрібно 217 років [It takes 217 years to overcome gender inequality]. *Економічна правда*. 2 листопада, 2017. URL: <https://www.epravda.com.ua/news/2017/11/2/630755/>

female and male ways of thinking; psychophysiological differences of gender, gender stereotypes, gender expertise, discrimination (sexism, ageism, racism), violence (psychological, domestic, physical, school – bullying) and their impact on the individual and society, ways of overcoming (anti-bullying and antidiscrimination); androcentrism, gender-correct language; healthy intercourse; healthy lifestyles and valueological culture of women and men; their professional self-determination; fair distribution of homework and budgeting in today's partner family, and more<sup>10</sup>.

In fact, Ukrainian society has only entered the field of gender equality legislation, is trying to adopt a worldwide practice on the gender approach and rejects outdated stereotypes and guidelines regarding the roles of women and men. The Strategy for Implementation of Gender Equality and Non-Discrimination in Education “Education: Gender Dimension – 2020” was developed. The specificity of gender asymmetry or gender inequality in modern Ukraine is manifested in such forms as the removal from the spheres of government, governance, and full participation in politics. We emphasize that the Ukrainian society is characterized by the paradox of the situation, because women themselves, in the society as a whole do not realize that Ukrainian women are not only the majority of the population and the electorate, but are more educated than men and flexibly adapted to modern living conditions. At the same time, it should be noted that in recent years there have been significant changes in the understanding and legitimization of gender relations. Steps are being taken to introduce an institutional mechanism for gender equality. Accordingly, gender education issues are being addressed in the education sector.

The practice of socially constructed norms of traditional upbringing is still characteristic of modern Ukraine, among which the standard of patriarchal culture is dominant. However, in modern educational programs and, accordingly, in the educational literature, there has been an impetus to revise the education and training system and eliminate the principles of gender stereotyping based on sexist attitudes. In the process of constructive gender education and education, both women and men are given the opportunity to realize themselves equitably and fully in professional, public and personal life, in the presence of appropriate state policy, in fact, such conditions are formed in the society itself. Certainly, many factors influence

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<sup>10</sup> Костюк О. Гендерний складник у процесі навчання учнів англійської мови та літератури в Канаді [A gender component in the teaching of English language and literature students in Canada]. *III конференція «Сучасні технології викладання англійської мови та інтерпретації текстів світової літератури»*. Національний університет «Острозька академія». URL: <https://naub.oa.edu.ua/2017/>

the tolerance of society by gender: values of family orientation, religion, state policy and relevant laws, global trends, European practice of gender education (by the way, unequal in European countries). It should be noted that gender equality is perceived as a bias in Ukrainian society, tangible influences of the position of “man as the main one in the family”, as well as a religious tradition according to which this issue is tolerated or even denied. At the same time, in the professional activity, the borders and the parity of work of men and women are erased, although quotas of the presence of women in the authorities at the legislative level are not provided (the latter is characteristic of many European countries).

## **2. The specificity of the formation of gender educational space**

In Ukrainian society, the rooting of the value of gender equality is gradual and in line with socio-economic development. In the field of education, the problem arises of the need to motivate the urgency of understanding and the importance of the gender issue for educators, because today’s students live and enter another world, responding differently to gender: not as a challenge, but as a practice. Therefore, understanding the value of gender competency on the part of the teacher requires training and is a great field for all concerned and aware of the importance of these changes.

In order to have a comprehensive approach to gender equality, the activity of the all-Ukrainian network of gender education was launched. The network emerged as a result of the fact that active scientists understood the urgent task of modernizing the higher education system and overcoming any manifestations of overt and covert discrimination in the practices of higher education institutions. Society needs educated professionals who have the knowledge, skills and thinking-free thinking skills that are needed in the job market to find more effective solutions. Moreover, the ability to analyze social processes, understand the importance of human rights, and therefore gender equality is a key to educating young people as conscious citizens<sup>11</sup>. These centers are aimed at educating and organizing educational training, panel discussions, events and programs for gender disciplines.

For the formation of gender disciplines, there is a need to use the categorical apparatus for the study of gender theory, in particular, today a number of concepts are defined: gender, gender paradigm, gender archetype,

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<sup>11</sup> Всеукраїнська мережа осередків гендерної освіти: комплексний підхід до впровадження гендерної рівності [All-Ukrainian gender network: a comprehensive approach to gender equality]. URL: <https://genderindetail.org.ua/season-topic/osvita-i-prosvita/vseukrainska-merezha-oseredkiv-gendernoi-osviti-kompleksniy-pidhid-do-vprovadzheniya-gendernoi-rivnosti-134116.html>.



gender equality, gender asymmetry, gender discrimination, gender discrimination, gender sensitivity, sexism, language/speech sexism, gender dimension in education, gender-sensitive environment, gender roles, gender stereotypes, egalitarian beliefs, femininities, masculinity, femininity, phenomenology history, women's history, gender history. We emphasize that these markings of concepts have been introduced into the scientific and educational space.

As already mentioned, an important role in the development of the gender issue is played by the teacher's position and his / her own education on aspects of gender parity. Gender culture of the future teacher is a complex concept that includes the formation of personality through gender awareness, personal qualities (egalitarian consciousness, gender sensitivity) and the ability and ability to counteract any manifestation of gender discrimination. Attention should be drawn to the following selected criteria for the future teacher's gender culture, namely: the formation of an adequate gender identity; understanding of the essence of the patriarchal, matriarchal, gender picture of the world; abstraction from the destructive influence of gender stereotypes; understanding of the essence and awareness of the equality of the man and the woman; harmonious combination of masculine and feminine traits in a holistic androgenic personality; constructing relationships with the opposite sex in accordance with the concept of egalitarianism; willingness to effectively perform family, professional, social functions, devoid of gender inequality. Thus, the purpose of teaching the course "Gender Pedagogy" is to acquaint future teachers with the theoretical and methodological foundations of gender pedagogy, the formation of a new gender outlook, the development of professional competence of future teachers and the formation of skills to provide gender education and education practice<sup>12</sup>.

Since childhood, the idea of "male" and "female" professions has been imposed, asymmetrical relationships within the family have been set up, women's inferiority complexes have been laid down and, as a result, society has lost its active citizens. Since it is possible to explain and follow the struggle for equality on racial, national and religious grounds, gender equality should not be ignored. It is important to encourage apprenticeships for sexually mixed learning activities, to ensure equal (equal) access to the use of training, sports equipment, devices, to create equal conditions for boys

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<sup>12</sup> Щербіна С. Формування гендерної культури майбутніх учителів на заняттях зі спецкурсу «гендерна педагогіка» [Formation of gender culture of future teachers in the special course "Gender Pedagogy"]. *Гендерна парадигма освітнього простору*. Вип. 3-4, Кривий Ріг : ВЦ КДПУ, 2016. 200 с. С. 157.

and girls in the course of practical tasks (regulation of time, use of incentive methods, selection of content of tasks)<sup>13</sup>.

According to the observations, it is necessary to avoid such stereotypes. Classes on sports grounds (and with the aspect of clothes – dark at boys, a light at girls), giving more attention to boys at mathematics lessons on logical tasks, educational actions with participation of girls who were accustomed to being more active; segregation in the division of activities. To avoid these mistakes, it is necessary to conduct common work lessons, to enable girls to study the course “Protecting the Fatherland” on the program of youth, to play football with girls, personal meetings for parents only for parents and to bring them to the general meeting, to arrange the space of the school with plates with femininami (headmistress), secretary, physical education teacher, physical education teacher), use motivational slogans (common to both girls and boys). The main thing is to strive to do your own thing<sup>14</sup>. Activities such as creating shared play areas, blending together and blending children into teams, working out scenarios for choosing a profession, discussing the need for shared homework, and gender-sensitive visibility should also be added.

There are some gains in the implementation of gender education at the present stage. Forms of work such as the Gender Cinema have been implemented – watching films that cover the various aspects of gender life; Equal Opportunity Tram – a city-tour with stories of successful women and men; Gender Quest – solving gender-sensitive intellectual problems; distance online courses; summer schools; creation of wall space (information boards, stands); preparation of advertising and image publications; creating gender diaries for teachers – observing students and identifying the positive and negative aspects of gender education; creation of author’s gender-sensitive developments on discrimination.

Higher education institutions have introduced a number of disciplines or elective courses in gender orientation: “Gender, Physicality, Sexuality”, “Gender Sociolinguistics”, “Gender, Class, Age, Nation: Cross-Sectional Analysis”, “Critical Feminist Perspectives” in Modern Sociology Social and women’s movements in the world, Europe, Ukraine”, “Feminist Critique of Classical Social Theory”, “Biographical Method in Gender Studies”, “Gender Expertise and Gender Audit”, “Gender Media Analysis”,

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<sup>13</sup> Ступак М. Гіркий присмак або роздуми про гендер в освіті [A bitter aftertaste or reflection on gender in education]. *Гендерний педагогічний альманах*. Харків : Планета. Принт, 2017. С. 11.

<sup>14</sup> Бовдуй С. Гендерно чутливе виховання на власному досвіді: нотатки директорки. [Gender-sensitive upbringing in one’s own experience: notes from the director]. *Гендерний педагогічний альманах*. Харків : Планета. Принт, 2017. С. 18.

“Gendered Life and the Way of Life success”, “And historical phenomenology”, “Gender history”, “Sociology of masculinity and men’s studies”, “Qualitative methods in gender studies”, “Social components of the unification process”, “Gender portable audit ”(conducting surveys on the efficiency of work of men and women). Inter-university electronic journals and centers of gender education have also been established to provide training and develop plans for gender mainstreaming activities. Such centers operate in the cities of Vinnytsia, Dnipro (3), Hlukhiv, Zhytomyr, Transcarpathia, Zaporizhzhia, Kryvyi Rih, Lutsk, Mariupol, Nizhyn, Odesa, Ostrog, Sumy (2), Uman, Ternopil, Cherkasy, Chernihiv, Kharkiv (4), Khmelnytskyi is predominantly in higher education institutions.

A rather new approach in modern higher education requires a special approach – queer-sensitive pedagogy since there is an urgent problem to prevent homophobic expression in the verbal space of the academic audience. When discovering the problem of queer topics, more attention is paid to the conceptual apparatus, more “homophobic” markers in students’ statements are controlled. The use of ethnological essays is a cross-disciplinary link between historical disciplines and gender, but the emphasis is on masculinity. Queer pedagogy is one of the key components of the formation of a self-sufficient personality, which should put its future professional self-realization first, and not the conformity to gender stereotypes, which in essence always lag behind the current realities of life and one of the components of which still leads to slowing down the development of society through the preservation of ideas. Focusing on terminology, it is necessary to understand the environment of the students and to give examples in their “content”, not abstract and distant. Be sure to extinguish stigma within your audience, as sexual orientation does not change quickly and may change over time. The main thing is that the young person makes the choice based on their feelings, not the pressure of society or vice versa in protest (which is more characteristic of strong personalities). The main message in all of these sessions is the focus on the undisputed humanization of education and the special role of the teacher as a model of gender-sensitive behavior<sup>15</sup>. However, at the beginning of the coverage of such information, there is, unfortunately, some rejection by students and

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<sup>15</sup> Вороніна М. Висвітлення квір-тем в історичних дисциплінах як метод гендерно-чутливого виховання студентів педагогічного вишу [Coverage of queer topics in historical disciplines as a method of gender-sensitive upbringing of students of pedagogical higher education]. *Актуальні проблеми соціології, психології, педагогіки. Збірник наукових праць*. Київський національний університет імені Тараса Шевченка №2(33), 2017. С. 94.

students. In fact, dissimilarity, the presence of stereotypes and the acceptance of such people are difficult to make sense of personality. In this case, student groups themselves often differ from each other and perceive differently their immediate environment and circle of peers. The gender-sensitive issue of queer theories at the initial review causes laughter, misunderstanding, silence, or protest. There is no one-size-fits-all teaching methodology for queer topics, so you should take into account the specificities of the audience and, at the initial stage of consideration, select and vary techniques and techniques for the best understanding of the topic.

When studying sociology, it is envisaged to study the bases of constructing a particular type of discourse – gender discourse, which characterizes typical forms of social communication of representatives of different sexes. This is due to the fact that they differ in different spheres of social life; accordingly, it is possible to study the social-communicative interaction of two articles in certain types of social institutions: political, legal, economic, ideological, pedagogical, socio-cultural. Modern genderology (gender sociology) requires overcoming the classic fragmentation and constancy in the definition of male and female, eclectic (mixing) in the characteristics of articles in non-classical science. In feminist sociology, gender relations between men and women have been found to be asymmetrical at first, and due to the fact that there are multivariate behaviors and stereotypes, complete symmetry is impossible. Gender asymmetry is a prerequisite for both positive gender relations that lead to gender partnerships and negative ones that are realized in gender eclecticism, resulting in gender disharmony. In the feminist gender discourse, there is an extension of gender issues, with an insistence on the rejection of classical models of gender relations (the marginal status of women in society) to non-classical schemes that address the discriminatory position of women in big business, religion. The modern gender ideology and model of socialization is also characterized by the multivariate gender stereotypes we have identified (patriarchal, feminine, partnership and eclectic), the absence of a clear prevalence of gender stereotypes and their combinations<sup>16</sup>.

Nowadays, in the period of the global expansion of the information space, socialization of the new generation is impossible without the active influence of the media, in particular, audiovisual culture, where television and the Internet occupy a special place. Therefore, the role of the mass

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<sup>16</sup> Пархоменко О. Ідеологічний дискурс гендерної нерівності в феміністичній соціології [The ideological discourse of gender inequality in feminist sociology]. *Грані*. №20 (4), 144. 2017. С. 46.

media in gender education is very important, because when mass media actualize the issue of gender education in public discourse, they are thus able to broadly promote gender balance in society. Because stereotypes are closely linked to the livelihoods of both society as a whole and the individual group of people, it is easy to manipulate people's minds through stereotypes. The media are gradually teaching people to think in stereotypes. However, it is worth noting that the activities of the modern media are related to the broadcasting of gender stereotypes, which correspond mainly to the norms of patriarchal culture<sup>17</sup>.

Therefore, it is necessary to change the attitude of the mass media and society to gender issues, to encourage women's participation in social and political activities, to create professional discussions on gender issues, to conduct educational webinars and training.

First of all, it is necessary for the media themselves to be deprived of negative gender stereotypes and to be gender-tolerant, to broadcast adequate information that it is during gender education that the process of socialization of the individual, an important part of which is the self-identification of both girls and boys; emphasize that such education should provide not only a certain amount of knowledge but also destroy the negative stereotypes of their behavior in the family and in society. Gender education applies not only to children but also to adults – teachers, parents and every member of society. It is important for each subject to be able to adequately and fully perceive, interpret, analyze and independently evaluate media texts, understand and recognize manipulation technologies in the media.

There is no doubt that the difference in the behavior of boys and girls is determined not by their physiological characteristics but by socio-cultural factors. If these factors are not innate but constructed by society, they can be changed by changing people's minds. It is necessary to create a new space of possible life choices, to support desires and preferences. Sociocultural assessment and interpretation of statuses and roles of men and women, the realization of gender education in society is important.

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<sup>17</sup> Авер'янова Н. Мас-медія і виховання: гендерний аспект [Mass media and education: gender]. Гендерна проблематика та антропологічні горизонти: матеріали І Всеукраїнської науково-практичної конференції 26-27 травня 2011 року. Острого : Видавництво Національного університету «Острозька академія», 2011. 136 с. С. 4.

## **CONCLUSIONS**

Gender studies are, therefore, an interdisciplinary field of research into the processes of social change in contemporary societies, communities and families, the issues of gender inequalities, key elements of feminist and queer theory, and the practices of public activism. The program is aimed at expanding competencies in critical and analytical thinking, discussing and evaluating key provisions of social theories and research findings, mastering gender-sensitive and gender-based sociological research methods, mastering the skills of creating and managing social projects that considering a gender equality.

Ensuring of realizing equality of representatives of both sexes through the creation of gender-sensitive educational space, the formation of gender competence, use of gender-sensitive technologies, overcoming established, conservative perceptions of behavior, social roles of women and men, enhancing motivation for creative and innovative profession tasks of the educational process. Personal orientation of upbringing requires overcoming gender stereotypes, which is one of the causes of gender discrimination. The approach to gender education as a process of mastering values, as a way of seeing the world, adopting or denying action is extremely important as it promotes awareness of gender culture by young people.

Thus, the success of gender education will depend on how professionally the leaders, educators, teachers, the media will adhere to ethical norms and objectivity in interpreting and demonstrating gender values and priorities. In addition, the media can serve as advocates and agitators within the framework of gender education, and promote the notion that ensuring the state's equal rights and opportunities for women and men is one of the indicators of a democratic civil society.

## **SUMMARY**

Gender education is an important development of the individual and its further socialization. At the present stage of development, Ukrainian society is beginning to introduce gender aspects of education and to pay attention to gender issues when studying social and humanitarian disciplines. Gender-sensitive issues are challenging in some parts of society. This is partly explained by patriarchal elements of culture, partly by religious attitudes. However, a number of changes have taken place in the country: legislative initiatives and strategies for the development of gender parity and gender education have been introduced. For this, world experience is predominantly used. Gender-oriented pedagogy is today focused on educational measures to ensure equal rights and opportunities for women and men in society.

Higher education plays a leading role in the delivery of gender programs and development. In particular, higher education institutions propose the creation of gender centers, the study of elective courses in the disciplines of gender orientation and interdisciplinary communication, trainings for teachers, train relevant specialists. Therefore, a strategy of gender equality and non-discrimination in education is gradually being implemented.

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