

PSYCHOLOGICAL SCIENCES

THE PROBLEM OF CREATING AN EGALITARIAN EDUCATIONAL ENVIRONMENT IN HIGHER EDUCATION INSTITUTIONS IN UKRAINE: CURRENT CHALLENGES

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The issue of creating an egalitarian educational environment that is relevant to the principles of parity and gender equivalence in the context of current civilizational challenges is urgently required both in psychological science and practice and broadly in the socio-humanitarian field, as it concerns the provision of a national mechanism for building a democratic parity in Ukraine (State Strategy for Ensuring Equal Rights and Opportunities for Women and Men until 2030, Gender Equality Strategy in Education until 2030, Gender Equality Communication Concept, etc.).

The interconnectedness of substantive, functional, and organizational principles, which involve the observance of democratic values and freedoms, equality, justice, the rule of law, egalitarianism (equality of rights and opportunities), respect for human dignity, accessibility, non-discrimination, etc. is the basis of the Strategy for Implementing Gender Equality in the field of Education until 2030. In particular, in the Cabinet of Ministers Directive of January 27, 2023, No. 79-r "On Approval of the Plan of Actions for the Implementation of the Communication Concept in the field of Gender Equality" it is mentioned the task of conducting research on gender equality in Ukraine; developing and disseminating advisory and informational materials on gender equality, etc. Among the eight strategic goals in Goal 7 "Education considering gender themes" it is stated: facilitating the acquisition of gender stereotype-free general secondary education; ensuring gender stereotype-free professional orientation of students; promoting self-realization of women and men in various fields of science; conducting for educational institutions an information campaign on preventing manifestations of violence and discrimination and responding to such manifestations [2].

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Today, the quality preparation of future professionals of socio-economic professions depends on their study of gender theory, acquiring gender competencies and competences, which is relevant to the state policy of gender mainstreaming of the EU countries as a systemic strategy for creating equal opportunities for women and men, overcoming the asymmetry of ensuring equal rights and opportunities of women and men, and discrimination based on gender in all areas of social life.

In the civilization and anthropocentric dimension, the problem of forming an egalitarian educational environment in higher education institutions is actualized, as it relates to the gender socialization of student youth, the formation of their national, professional, and civic identity in present and future life realization. Its foundations are laid in the ideas of the "native language duty" (I. Ogienko), "kindred work" (H. Skovoroda), in the content of the "pedagogical matrix" of Ukrainian education (H. Vashchenko, M. Dragomanov, S. Rusova, V. Sukhomlinsky, K. Ushynsky) as a worldview factor of egalitarian consciousness of future professionals in socioeconomic professions – a key figure in building an egalitarian educational environment.

The foundation for creating an egalitarian-educational environment rests on the leading ideas of humanistic-existential psychology and humanistic philosophical-pedagogical heritage, the integration of competence, gender and personally-oriented, their variety – personally-egalitarian, subject-action and student-centered approaches.

We consider the egalitarian educational environment as gender-fair, non-discriminatory, creatively developing, health-preserving, inclusive, based on the principles of social justice, gender equality, child-centeredness, under the functioning of which the full development of the personality is ensured, regardless of their gender, age, capacity, race, culture, religion, ethnicity, etc. [4; 5; 7].

The theoretical analysis of the national philosophical-pedagogical heritage has revealed a unique pedagogical matrix of gender education and upbringing, a positive experience of promoting egalitarian attitudes in current conditions, which became an ideological basis for implementing modern standards of gender equality in the educational process; improving the scientific-methodological support for the psychological support of future NUS professionals by gender-oriented disciplines and courses, to show that the individual acts as a subject of historical culture, freedom-making, nation-building.

Classic educators emphasized the social need for educational institutions to promote values of social gender equality, on the importance of their "investment" in the content of the educational process of educational institutions. Therefore, the revival of mentality, progressive ethno-traditions,

and the implementation of innovations are important factors in the formation of an egalitarian educational environment as gender-fair, non-discriminatory, safe, and friendly to children and youth, in which the child would feel protected, safe from violence, bullying and humiliation [3; 4; 7]. Indeed, egalitarian socialization resonates with the practice of personally oriented (non-violent) approach in education as the most progressive and productive community of equal individualities of different genders.

Through many years of experience in teaching gender disciplines and the activities of the Research Center for Gender Education and Upbringing issues of pupils and youth of the National Academy of Pedagogical Sciences of Ukraine – Ternopil Volodymyr Hnatiuk National Pedagogical University, innovative technologies have been developed for the implementation of psychological and pedagogical support for the professional formation of future specialists in socioeconomic professions on the principles of gender equality (interactive methods of social-psychological training; educational training programs etc). Among the tasks of the educational course for city educators "Open Educational Studios: Creating a Space for Respect for Human Rights in the Educational Environment" is the training, qualification improvement and support for educators in the field of human rights; increasing their awareness of human rights in accordance with the guiding principles of education in the field of human rights, international and national quality standards of education; teacher's acquisition of competencies in planning educational policy and programs in the field of human rights in formal and non-formal education, providing psychological, pedagogical and professional consultations in the field of human rights [6; 7].

In the context of implementing the Road Map for Gender-Fair Environment in Ukraine, the International Scientific-Practical Conference "Modern Strategies for Gender Education in the Conditions of European Integration" was held (2020). Through the prism of gender discourse, researchers and practitioners outlined the priority directions of national education policy of equality in the conditions of European integration. A joint discussion was organized by the Friedrich Ebert Foundation's Representation in Ukraine, in partnership with the Office of the Government Commissioner for Gender Policy, the Kyiv Institute of Gender Studies, and the Information and Consultation Women's Center, to present the Ukrainian translation of the Glossary of the European Institute for Gender Equality [1]. At a joint seminar-webinar with the National Academy of Pedagogical Sciences of Ukraine (NAPS of Ukraine) and the European Humanities University (Vilnius, Lithuania) "Formation of Egalitarian Educational Environment for Children and Youth: Experience and Prospects" (2021), the results of 20-year cooperation with the National Academy of Pedagogical Sciences were summed

up on the development and experimental substantiation of the egalitarian ideology of educational practices in the socio-humanitarian space as a strategic direction of implementing the state gender policy.

From the position of humanistic-existential psychology and philosophical-pedagogical "gender matrix", a conceptual model of formation of an egalitarian educational environment based on parity and equivalence of sexes on the way to building a parity democracy in Ukraine, shaping a democratic worldview of a new generation of citizens of Ukraine, to live together in equality and dignity, peace and harmony in united Europe, has been developed and experimentally confirmed.

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