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PROBLEM ISSUE OF PEDAGOGICAL CONDITIONS OF IMPLEMENTATION OF GENDER APPROACH IN HIGHER EDUCATION

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In scientific and pedagogical thought, the term «gender» means «social sex». According to scientists, if «sex» differs from the physical and physical differences between a man and a woman, the concept of «gender» affects their psychological, social and cultural personalities. Over the years, gender stereotypes have been formed by culture, which generalize ideas (beliefs) about what are and how people of different genders (men and women) behave [3].

The aim of the article is to define and substantiate the theoretical foundations of the problem of forming gender equality in scientific and pedagogical thought and the formation of existing strategies that will help overcome this problem in practice.

Today, modern education is based on «the principles of humanism, democracy, national consciousness, mutual respect between nations and peoples». Therefore, one of the most important issues of our society is the achievement of gender equality, which is in line with democracy and humanism.

The problems of formation of gender research in education are reflected and carefully studied in many works of scientists such as: T. Barchunova,

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V. Gaidenko, T. Doronina, S. Grishak, O. Plakhotnyk, O. Tsokur and others. According to scientists, gender equality is an equal legal status of women and men and equal opportunities for its implementation, which allows people of both sexes to participate equally in all spheres of society. Ukraine has adopted and ratified a number of documents, international legal acts and regulations aimed at supporting the introduction of gender equality in all spheres of public life, namely the Law of Ukraine «On Ensuring Equal Rights and Opportunities». on the Elimination of All Forms of Discrimination against Women (2004), the State Program for the Establishment of Gender Equality in Ukraine until 2010 (Ukraine), implemented [2].

The integration of a gender approach into the pedagogical space involves ensuring equal access for both sexes to quality education, removing formal and informal barriers to gender equality and an egalitarian approach to personal development. Therefore, in the educational space of Ukraine, which is integrated into the Bologna system of the European Community, the accumulation of social capital and its constant development in accordance with the vector of progress is impossible without taking into account and adhering to the principles of gender equality.

According to O. Plakhotnik's research, competence in gender issues among teachers in previous years was at a fairly low level, which could not help but worry, because this issue leaves its place in the dynamics of society in general. According to the scientist, almost half of the surveyed teachers agree that girls need to be prepared for the role of mother and housewife (73%), and boys – for the material support of the family (63%). Also, 63% of respondents believe that men do better with the job of a manager than women, and 60% of respondents believe that professions are divided into «male» and «female». Thus, we know that in modern Ukrainian schools the traditional gender-role discourse, which is produced both by the teachers themselves and by the teaching materials, continues to dominate.

In our opinion, in order to improve gender equality issues, teachers are introducing the idea of receiving gender education. It is also necessary to pay close attention to the existing stereotypes about the subordination of women and the dominance of men in order to improve the situation that has developed in this direction. In addition, due attention should be paid to the dynamics of the development of solutions to these issues by EU countries in order to implement their best practices.

Thus, in solving cultural and educational problems a significant place is given not only to the actualization of the gender approach to education, but also to the education of the individual, which allows to focus the educational process on egalitarian relations and the fullest self-realization in the development of any sphere of human life [1, p. 36].

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PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF EDUCATION OF VALUABLE ATTITUDE OF HIGH SCHOOL STUDENTS TO PARENTS

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New trends in the development of society, the peculiarities of building family relations in modern sociocultural conditions actualize the problem of forming attitudes towards parents as a value of high school students.

The works of psychologists A. Zdravomyslov, V. Karakovsky, V. Tugarinov, I. Bekh, I. Beletskaya, N. Dyatlenko, I. Lapchenko, S. Tishchenko, Y. Prykhodko, S. Kulachkivska, V. Kutysenko, S. Lupynovych and teachers A. Ulanovsky, D. Shchelkunov, T. Kuidina, T. Galenko, I. Sharonova, O. Zhebrovsky, D. Kuzminska, O Polovina, S. Kovalenko, N. Lebedeva, N. Kubay, H. Barna, A. Pogorelova are devoted to the problem of bringing up of children's valuable attitude.

Values are objects or phenomena that are important to the subject. Among the generally accepted values in society, everyone chooses the most important for himself and relies on them. I. Bekh, believes that «values are those which are reflected by the subject of the sphere of his existence, through which he distinguishes himself., it is a formation where «personal» and «external», «about objective» are gathered» [1, p. 210]. All elements of the value system are interconnected, intersected and have a hierarchy that is not stable and can be changed under the influence of certain factors and circumstances. Advantages of some values over others are shown in interactions, relations a person with all surrounding.

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