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**CHALLENGES OF THE HYBRID WAR:  
GENDER IN THE MASS MEDIA**

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Gender, as a complex indicator of the democratic development of the country, permeates all spheres of human life: gender roles in the family, educational process, career choices, and civic roles. Life scenario of not only one person of any age, but the state as a whole depends on a type of gender socialization: traditional (patriarchal) or democratic, aimed at respect a person, his/her expression of will despite the stereotypical expectations, depends on the life scenario of not only a person of any age, but the state as a whole.

The current stage of development of Ukrainian society is characterized by ambivalent attitudes to the gender role system, a conflict between the long-standing dichotomous division of them and modern, egalitarian challenges to them, demonstrating the seriousness of the situation and the need to strengthening the state gender policy, first of all, its informative component. It is no coincidence that gender mainstreaming as a respect for the subjectivity, the vitality of a person, regardless of his/her gender, is proclaimed by the state policy of the European Union countries.

Today, the so-called public and pedagogical movements, such as the «parental committees» are activated, which interpret the introduction of gender education as «undermining the national mentality», attack on the moral principles of the family, and blame the teachers for forming homosexual behavior. Their representatives argue that gender education is contrary to the natural purpose of both sexes.



The battle for consciousness, human values, especially in the educational area is a field of political war. Who or what can change the mind of an adult? If a parental family is a determining factor at childhood and adolescence, then in the future it is the mass media. The mass media minimize gender stereotypes and present a new vision of the images of modern women and men, their interchangeability in family life and society. However, men traditionally control important spheres of social activity: politics, business, military activities, and others. Women are given the role of homemakers (the image of a mother-educator), skilled housewife. The main purpose of a woman is to be a wife, beloved, and attractive. Popular Ukrainian mass media exploit the patriarchal idea resulting from the nature of polarity of interests, preferences, norms of behavior of both sexes, where youth and beauty are the keys to the success of a woman. She should think of womanhood, seductiveness, and attractiveness instead of career and professional competence. The financial situation is promoted as the main criterion of dignity of men because the purpose of «true» man is to be a breadwinner and defender, so the sphere of his interests is lying outside the home, in society.

*The article aims* at carrying out content-analysis of the most expressive gender attitudes, which are declared in the mass media.

We have advanced hypothesis that Soviet and colonial past of Ukrainian pedagogy is becoming a weapon used by proponents of returning the country to the past in situations of hybrid war, ignoring even the positive pedagogical experience which has become a part of the treasure of classical pedagogy. First of all, it's about the gender competence of the mass media. Journalists of the leading TV channels and the Ukrainian radio together with the program guests strongly glorify the stereotyped femininity and masculinity, which is caused by lack of scientific knowledge of «expert guests»; distort the content of gender equality, and promoting assimilation of gender attitudes and stereotypes in the education of children and youth. The famous humanist-educator V. Sukhomlynskyi has remarked: «The education of true men and true women begins with the formation of civic qualities of a personality» [3, p. 556].

Despite the special role of the mass media in the context of hybrid wars, Ukrainian journalists provide strong information and social support to attempts to renaissance of patriarchy, in particular, promote gender-differentiated education of children in kindergarten; impose the stereotypes «losing of femininity» and «losing of masculinity»; and promote these stereotypes in separate educational process. And this is happening at a time when the Ukrainian school is starting to implement inclusive education which has a positive effect on the mental development of children with special needs and their classmates.

Which arguments for the protection of a separate concept are proposed by authors? It turns out that in the first grade girls are ahead of their male peers in

mental development. Besides, girls are more timid, so it is a good idea to divide them into two groups considering gender. Modern «innovators» should meet the point of view of «Nestorka of Ukrainian Pedagogical Literature», as she called by contemporaries, Sofia Rusova, who discussed the problem of common studying of boys and girls with the well-known American psychologist Stanley Hall: «When girls and boys get used to friendship working and playing together from the very childhood, then in the young age this friendship does not become something unusual for them... where the co-education is put with large attention...and to the psychology of students, there it gives the best results – it brings both sexes together, putting mutual relations on a certain way of common work, by means of the aspiration to reach the same goal, friendly intimate care of students» [1, p. 288–289].

What means the content of the reports, and what the motivation for gender-segregated education? First of all, this is a lack of knowledge of the basics of classical pedagogy and education, which form the methodological foundations of gender ideology. They are presented in the works of famous Ukrainian humanist-educators V. Sukhomlynskyi, A. Makarenko, K. Ushynskyi, H. Vashchenko, S. Rusova, and others. In our opinion, the requirement of time in the context of hybrid war is a new reading and understanding by mass media workers and the modern «innovators» the educational ideas of famous humanist-educators regarding about gender education of the younger generation. The «gender matrix» of Ukrainian pedagogical idea is the basis for modern standards of gender equality, forming the egalitarian outlook of parents and teachers. Reading the works of Vasyl Sukhomlynskyi, written when gender problematic wasn't a subject of scientific research and even a term «gender» wasn't used, we might be surprised at sagacity of his views on the problem of equality of sexes. These ideas were ahead of the time: «Firstly, it is necessary for each girl should bring up as an original and great personality; all the girls could be intolerable even at the thought of being invisible, passive, or weak». The orientation of a girl-woman at the active participation in the social production, but not at the passive role of a housewife, at the passive limitation of the sphere of her activities by the child's care – this is very important in that general tone which characterizes the spiritual school life. To be a mother, to be an educator of children is a proud and honourable mission, but when the activity of a woman is limited only to this, she will depend on creature [2, p. 573].

What is the attitude of supporters of separate education to the modern gender slogan of modern pedagogy: «Girls – to STEM!»? Do young ladies are encouraged to learn the exact sciences? Because such practice is a rule of educational institutions in the whole world. Probably most of supporters of separate education believe it is harmful that's why only the cadets-boys in their institution are attracted to logic, economics, and chess. Besides, boys are more successful without girls. It is confirmed by the increase in the number of

excellent students. Therefore, the slogan of separate education – only cadets should learn a STEM, because understanding and knowledge of technology, vehicles can teach them the idea of protecting the country, military affairs, and patriotism. It should be noted that even despite the dominant traditional gender attitudes in Russia, their cadet girls, as well as cadet boys, learn the machinery; demonstrate knowledge about the weapon and its use in the practice. At the same time, Ukrainian ladies learn an art, medicine, custody, calligraphy, and beading instead of math. The educational motto of the Lyceum of «true lady»: «Having a feeling of peace with all and be beautiful every day!»

Are the following ideas of the education of girls consonant with the modern pedagogical slogans of the European Union: «Living together as equals in dignity!», «To ensure humanitarian safety!»? However, they are in line with the points of view of Vasyl Sukhomlynskyi: «... Girls should live an active civic life, too much focus on themselves; fixation with their inner spiritual world ... leads to the situation in which a young girl becomes defenseless when she needs to defend her honor and dignity»; «... To prevent our women from becoming educated, intellectually wealthy slaves is one of the key tasks of the school» [2, p. 570].

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## FEATURES OF THE CONCEPT OF INFORMATION WAR IN THE REALITY OF THE TODAY

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Recently, methods and means of information struggle have been effectively used, which can lead to such tragic consequences as: change of social order and political system; disintegration of the state; loss of the army; the collapse of the country's economic system; loss of national idea and spiritual values; deaths of