

**Ministry of Education and Science of Ukraine  
H. S. Skovoroda Kharkiv National Pedagogical University**

# **THEORY AND PRACTICE OF FUTURE TEACHER'S TRAINING FOR WORK IN NEW UKRAINIAN SCHOOL**

*Monograph*

**ISBN 978-80-907570-6-6**

**OKTAN PRINT s.r.o.  
Prague, 2020**

It was recommended for publication by Academic Council of H. S. Skovoroda Kharkiv National Pedagogical University (protocol № 1 dated February 27, 2020).

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The publication is assigned with a DOI number:

<https://doi.org/10.46489/TAPOFT>

The paper version of the publication is the original version. The publication is available in electronic version on the website:

<https://www.oktanprint.cz/p/innovative-development-of-hotel-and-restaurant-industry-and-food-production/>

P 80 **Theory and Practice of Future Teacher’s Training for Work in New Ukrainian School:** monograph / Edit. I. F. Prokopenko, I. M. Trubavina. – Prague, OKTAN PRINT s.r.o., 2020 – 674 p.

**ISBN 978-80-907570-6-6**

The monograph is dedicated to substantiation of future teacher’s training for work in New Ukrainian school, which is an important problem of reforms in modern education in Ukraine. The study of the authors presents the theory, methods and generalized experience in teacher’s training on a new basis. The authors have generalized the new approaches to teacher’s training, ways, conditions and methods of introduction of them into practice of higher pedagogical education. They have revealed the new concepts, which are important for updating the content and methods of future teacher’s training, the new and improved methods of organizing the educational process on a new basis. The new experience in teacher’s training, which was experimentally verified and tested in the process of future teachers’ training, has been broadly generalized. The monograph is based on the Concept of the New Ukrainian School, current legislation on education, higher and general secondary education in Ukraine. It can be recommended for training teachers, students and applicants for bachelor’s and master’s degrees, post-graduate students, research and teaching staff of institutions of higher pedagogical education and for a wide range of scholars and teachers.

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## **1.2. THEORY AND PRACTICE OF PREPARING A FUTURE TEACHER TO THE NEW UKRAINIAN SCHOOL: A GENDER PERSPECTIVE**

***Abstract.** The article analyzes gender aspects of preparing future teachers for work in the conditions of New Ukrainian school. Search of the innovative ways of gender competent educator professional training for creating an egalitarian educational environment in the elementary school, which is relevant to the principles of gender equality and parity of sexes is a time challenge that has determined the aim of the article and shows scientific novelty of the research.*

***Methodology.** The author's model is based on the leading ideas of humanistic psychology and pedagogy, the gender "matrix" of the national pedagogical heritage, student-centre approach, the integration of competent, person-oriented and gender-based approaches, principles of self-development, cultural expediency, dialogical style of communication, mediated intervention, axiological character, complexity, integrity, etc.*

***Results.** The implementation of the personal-egalitarian approach as a basic one for the formation of gender competence as a key in personal development and professional awareness of future educators is methodologically substantiated. These principles are basis in the content of gender-based courses, gender modules, where it focuses on the ability of future social workers to provide practical consulting assistance to children and adults in solving gender issues; avoidance of gender bias and sexism; affirmation of ideas of identity and self-realization of personality, regardless of his/her sex; the development of gender sensitivity and gender tolerance as democratic thinking strategies, The "gender matrix" of Ukrainian pedagogics is a basis for the recent standards of equality of both genders, the formation of an egalitarian outlook of future teachers and the creation of a positive model of girls' and boys' education. It is empirically proven that under these conditions, the model provides for the activation of the self-determination of youth in gender culture issues, and the deepening of gender sensitivity of future educators to the to the upbringing of gender equality.*

***Conclusions.** Gender-educational technologies as an innovative system model of psychological and pedagogical support of professional formation of the future educator on the principles of gender equality (activity of gender-educational centre, schools of gender equality, interactive methods of education, introduction of educational programmes, gender courses and modules in in pedagogical and psychological disciplines).*

*The perspectives for further research lie in the study of the psychological and pedagogical mechanisms of creating egalitarian and educational, friendly and creative-developmental environment for a child.*

**Key words:** *New Ukrainian school, gender-educational centre, personal-egalitarian approach, students, gender competences, gender sensitivity, vocational training, future educator, upbringing of gender equality, gender-educational technologies.*

DOI: <http://dx.doi.org/10.46489/TAPOFT-02>

**The actuality of the problem.** The development of an open and stable civil society of Ukraine in a united Europe and implementation of the New Ukrainian School Concept determines the search for the effective ways of the professional training of future educators to create egalitarian educational environment for children and adolescents relevant to the principles of gender equality and parity. The key components of the national education reformation are: implementation of the State Standard of Primary Education and educational programs, textbooks; training of a competent, motivated, competitive educator and creation of new educational environment [13; 14; 15].

According to the President of the National Academy of Pedagogical Sciences of Ukraine V. Kremen: “All educational activity and system of relations in society, the attitude of adults to children should be based on the principles of innovation and child-centrism” [10, p. 412]. It is a question of acknowledging the value of a childhood, personally oriented education and breeding, the implementation of the culture function in a new, development educational paradigm, systemic and subjective approaches to the gender socialization of the child on the basis of humanism and democracy, broadening the cultural and creative mental space of all participants of pedagogical interaction on the basis of European democratic values – freedom, respect human rights, dignity, justice, tolerance, in order to “Living Together As Equals in Dignity” (“White Paper on Intercultural Dialogue”).

The aim of national education is the priority of personal orientation in education, the development of the child as the subject of his own life, on a creative and self-sufficient personality, which corresponds to the formation of a creative, developing and non-discriminatory environment, relevant to the principles of parity and equality of the articles, which ensures the full development of the individual, regardless of gender, age, ability to work, race, culture, religion, ethnicity, etc., “the future life trajectory of a human” (V. Kremen).

Modern school is, first of all, a school of self-realization and self-actualization of a personality, who works on the principles of the “partnership pedagogy”, in which “pupils, parents and teachers are united by the common goals and wishes, are voluntary and interested partners, are equal participants of the educational process who are responsible for the result” [13, p. 7].

Scientists stress that the first teacher is the “fully functioning” organizer of the creative and development environment of development of each child’s unique “I”,

regardless of their gender. In the joint activity and dialogue of the teacher and child in elementary school, the “personality of the future” is born as an active and creative subject of activity (M. Boryshevskyi, T. Hovorun, N. Bibik, H. Kostyuk, V. Kravets, S. Maksymenko, M. Savchyn, N. Shevchenko, V. Chaika, O. Yankovych and others).

According to Academician S. Maksymenko, the school demands should take into account the potential of the children, because depends not only on the school achievements, development of personality depend on it, since “the student’s success is a measure of subjectivity in their own path: a measure of independence, originality, creativity, flexibility etc” [11, p. 121].

The grade-schooler occupies a special position in the system of public relations because school education activates the process of conscious assimilation of norms of behavior, rights and duties of those normative knowledge and moral feelings that are arisen in pupils under the influence of assessment of a significant adult-teacher. It is known that the younger school age is characterized by the inclusion of the child, on the one hand, in a tougher, than it used to be, system of social and regulatory influences (training), on the other hand – the greater importance of interaction with peers, the mass media, and therefore the strengthening of the horizontal cultural transmission.

An important task in the development of the New Ukrainian School is the formation in pupils of a human values system – moral-ethical (dignity, honesty, justice, care, respect for yourself and other people) and social-political (freedom, democracy, cultural variety, respect for the native language and culture, patriotism, respect for the environment, respect for the law, solidarity, responsibility [14, p. 19].

In the State Standard of Primary Education (2018), among the requirements to the compulsory education results of the learners in civil and historical education fields, it is stressed that children should be aware of themselves as the citizens of Ukraine, analyze cultural and historical basis of the personal identity, recognize the values of cultural identity, act with respect to the personal rights and freedoms, respect to the rights and dignity of others, counteract discrimination and unequal treatment of an individual [13; 15]. A gender misbalance, vertical-horizontal stratification is typical for Ukraine. The division of social life into “male” and “female” as the old paradigm of “male domination – female subordination” goes back in time, because of its inefficiency in its various life spheres, starting from the micro-level of the family and ending with the macro level of the occupations’ division, leadership position, the ideology of the state.

In the context of the educational space humanization of the modern Ukrainian school, the role of the first teacher grows, as well as the preparation of the future specialist of primary education for studying gender theory as a professional norm in democratic countries. The gender competence of a future teacher is a kind of professional knowledge that determines their position in theoretical, methodological and practical professional activities. The system of high education is an important agent of gender socialization of young people, which can be built on the principles of gender parity, or, vice versa, contains some forms of gender inequality.

***The analysis of recent research and publications.*** The problem of gender equality in education and educational space is one of the least developed in our domestic practice, it's caused by its relative innovation, ambiguous interpretation as well as gender terminology and its content, stereotypes in populations' awareness, psychological pressure of society which suggests sexual stereotypes, one-sidedness of gender socialization of children and youth, activation of antigender movements, spread of false information in the mass media, etc., at schools, in the streets about the gender equality. It proves the necessity to improve national gender policy and develop informational and educational spheres.

In the scientific works of the scientists (T. Hovorun, O. Zheliba, H. Zhyrska, V. Kravets, O. Kiz, O. Kikinezhdii, T. Martseniuk, I. Shulha) the theoretical and methodological basis for gender education of the school and university youth was developed, the ways of the gender approach implementation into all branches of the educational system were identified, the gender examination of educational content is institutionalized (O. Malakhova (Masalitina), O. Marushchenko, T. Drozhzhina, Y. Salakhova, V. Selivanenko [2; 3; 4; 9; 12; 17; 19]). However, the problem of a gender-competent educator training for the formation of egalitarian-educational environment in primary school has not been yet fully investigated in scientific research, which determined ***the aim of the article*** and ***scientific novelty*** of the research.

***Connection of copyright work with important scientific and practical tasks.*** Gender approach in pedagogic is a new methodological instrument of the analysis and design of the changes of a personality which is based on the necessity to pay attention to the "factor of the sex" in the contents of education and character of interpersonal interaction "teacher-group of children, "professor – group of students". In different countries it has different name: gender analyses, "gender lenses", gender measurement, gender integration etc. An Academician V. Kravets stated, "gender pedagogics in the context of the humanistic approach is a complex of knowledge and methodological approaches, directed at the acquaintance with basics of principles of the gender education which has to grade the influence of patriarchal stereotypes in favour of the individual way of the development of a personality" [7, p. 9].

According to the Ukrainian psychologist M. Boryshevskiy "... the sense of the personal approach realization as one of the most important principles of the organization of the pedagogical process lies not only in helping a pupil to realize him/herself as a personality, as a unique individual, but also to promote the ability to see him/herself, his/her "I" as a part, a component of "I" of other people, i.e. "not I" [1, p. 26].

This indicates a demand of the problem on the way of strengthening of the egalitarian ideology of public policy, which requires the promotion of equality of opportunities and rights articles for their realization, involving all participants of socio-cultural interaction "parent-child-teacher-community" for a dialogue, find the ways of anti-discrimination practices and systemic counter of various forms of violence against minors. The system of high education is an important agent of

gender socialization of young people, which can be built on the principles of gender parity, or, vice versa, contains some forms of gender inequality.

It is known that the functioning of a gender constructs should be analyzed on egalitarian (partner) or dominant (traditional) sex-role models. An egalitarian (from the French “egalite” – equality) model of a gender is behavior is popular in societies where equality of sexes, inter change ability, gender sensitivity and tolerance are promoted at all levels of socialization – from family education to the state ideology.

The way to gender culture runs through gender awareness, gender sensitivity (ability to tolerate the lack of any interests or abilities because of the inability of its development) and assertiveness, which form the ability to resist sexual stereotypes.

The educators such as N. Kysla, L. Rozhkova, I. Trubavina, analyzing the current problems of modern didactics of higher education, note that the content of knowledge necessary for the development of life competence, professional pedagogical communication will work only if the process of teaching direct a student individually: “New forms of communication are also needed – facilitation, educational dialogue, which activate students’ independent work and classroom work, and most importantly provide the subject-subjectivity of the student in learning, as well as the activity” [5, p. 64–75].

As prof. M. Savchyn stated, “The task of the professional training of a teacher task of professional training of the teacher should be the systematization of knowledge, the extension of the professional information field, the development of the research orientation of the teacher’s personality, practically oriented nature of his/her activity” [6, p. 11]. These characteristics of the formation of professional consciousness will contribute to the fulfilment of its basic functions as: guaranteeing internal consistency; identifying the nature of the individual interpretation of the experience; set of expectations.

Gender knowledge covers a wide palette of humanitarian disciplines – philosophy and feminist theories, sociological, economic and psychological studies, literature, fine arts and pedagogical practices. This inexhaustible source, that feeds the ideas of humanism and democracy, which are engraved in the list of fundamental human rights and freedoms. Therefore, the development of society of parity democracy – a community of equal people, needs a high level of awareness of the gender factor, as one the basic means of building harmonious interpersonal relations in all spheres of life, even those which are traditionally considered to be exclusively feminine.

Gender pedagogics in the context of the humanistic approach is a complex of knowledge and methodological approaches, directed at the acquaintance with basics of principles of the gender education which has to grade the influence of patriarchal stereotypes in favour of the individual way of the development of a personality. The famous Ukrainian pedagogue-humanist V. Sukhomlynskyi said: “The education of true men and true women begins with the formation of their civil personality qualities” [13, p. 556.]. These words are a guide in gender education of children.

**Basic material presentation.** In the process of the activity of the Scientific Research Centre of the Problems of Gender Education and Upbringing Pupils and

Students of NAPS of Ukraine – TNPU by Volodymyr Hnatiuk gender ideology of educational practice as a strategic direction of the state policy of egalitarianism are developed and experimentally substantiated; gender education standards are implemented; gender expertise of educational content is conducted, mass media and gender audit of university; methodological principles of person egalitarian approach as a leading mechanism of gender self-determination is formulated; the ways of implementation of gender approach in the socio-humanitarian space “educational institution – family – community” are revealed; gender-sensitive programs of social partnership is implemented; gender and educational technics as an innovative system of psychological and pedagogical support of sexual sociality of children and youth are developed and tested, the social-pedagogical mechanisms of preparation of youth training for the creation of an egalitarian family and responsible parenting is deepened; scientific works as to systemic counteraction to violence against underage is systematized; International and Ukrainian conferences on gender issues are organized and held; collections of conference materials are published; educational and methodical kit “Basics of health” (Oksana Kikinezhdi, Iryna Shulha), on the basis of gender approach for the primary school (a textbook and working notebooks for students of the 4th grade approved by the Ministry of Education and Science) is prepared; student’s research works are presented at the Ukrainian competition on the topic “Gender Studies” [7; 8; 9].

Pedagogical direction of the gender development means the promotion of the conscious self-determination of young people in the building of the parity intersexual relations on the basis of individual makings, interests and inclinations. The implementation of gender-educational technologies enables youth to acquire gender knowledge, to build and test their “Ego” in different situations, to practice and implement the principles of partnership, gender equality.

Gender competence ensures the success in both spheres – autonomous activity and the ability to build harmonious relationships with others, using gender technology for orientation in modern life. The way to gender culture runs through gender awareness, gender sensitivity (ability to tolerate the lack of any interests or abilities because of the inability of its development) and assertiveness, which form the ability to resist sexual stereotypes. That is why the personal, individual approach to pupils, usage of interactive learning, dialogic communication is considered to be the cornerstone of gender training [13; 20; 21].

The author’s model is based on the leading ideas of humanistic psychology and pedagogy, the gender “matrix” of the national pedagogical heritage, student-center approach, the integration of competent, person-oriented and gender-based approaches, principles of self-development, cultural expediency, dialogical style of communication, mediated intervention, axiological character, complexity, integrity, etc [3; 9].

The principles of gender education are developed: scientific, the objectivity of gender knowledge for breaking stereotypes; the adequacy for the age-old opportunities of students; positivism and tolerance in relation to both sexes and interpersonal communication; account personal experience, a critical understanding

of the learned attitudes for future life; subjective position (actor's position) as a condition for activating gender self-determination and self-reflection in educational dialogue; avoidance of gender stereotypes; the equality of "male" and "female" in the analysis of didactic material, the refusal of the strategy of marginalization of women as a secondary [8, p. 10–11]. It is empirically proven that under these conditions, the model provides for the activation of the self-determination of youth in gender culture issues, and the deepening of gender sensitivity of future educators to the upbringing of gender equality

Gender competence ensures the success in both spheres – autonomous activity (give a sense of inner harmony), and the ability to build harmonious relationships with others, using gender technology for orientation in modern life. Ukrainian psychologist H. Kostiuk noted: "The true art of education is manifested where it relies on "self-movement", initiatives, independence, creative activity in the life of a person who develops, provokes and directs them in accordance with the purpose of a society that prepares its change" [6, p. 136]. In turn, self-orientation of boys and girls is determined by gender issues: how to choose the right basis for the family relationships, which opportunities and limits has the traditional and egalitarian gender roles, the gender inequality may cause the refusal from the beloved profession, it may also cause the absence of the representatives from the demographic groups in leadership positions in the legislature, in politics etc.

The way to gender personality runs through gender awareness, gender tolerance and the ability to resist sexual stereotypes. That is why the personal, individual approach to pupils, usage of interactive learning, dialogic communication is considered to be the cornerstone of gender training.

These principles are basis in the content of gender-based courses, gender modules, where it focuses on the ability of future social workers to provide practical consulting assistance to children and adults in solving gender issues; avoidance of gender bias and sexism; affirmation of ideas of identity and self-realization of personality, regardless of his/her sex; the development of gender sensitivity and gender tolerance as democratic thinking strategies, the ability to actualize and build alternatives to patriarchal culture, life strategies and behavioral patterns; and respond on gender-based discrimination.

The essence of the gender competency orients a teacher at conducting of educational informational and practical work, directed at the theoretical and applied solution of the current problems of gender character. Pedagogical direction of the gender development means the promotion of the conscious self-determination of young people in the building of the parity intersexual relations on the basis of individual makings, interests and inclinations.

Gender competence may be named as "key competence", because it develops the ability of self-realization and self-improvement, the ability to build partnerships, to be competitive in the market, to maintain the democratic principles in the private and social life. It should be emphasized that the introduction of gender-educational technologies implies the achievement of "equality of results" on the basis of the integration of two principles – "equal access" and "equal attitude", which are

understood as identification of the individual potential of a young person regardless of their gender.

Gender teacher's knowledge includes the following ideas: bipolar construct of gender (polarization of masculinity-femininity as a rigorous definition of sexual roles in the patriarchal culture); androcentrism as a tradition of subordination of the female and domination of the male; egalitarian (partner) gender construct; sexism as a biased and stereotyped attitude; "open" discrimination as a practice of different educational programs for boys and girls; "hidden" discrimination as a model of the formation of gender stereotypes in the content of educational materials; stereotypical opinions about gender among teachers.

The introduction of the modules dedicated to gender issues into both compulsory and optional courses "Introduction to the Specialty", "Gender Pedagogics", "Age and Pedagogical Psychology", "Actual Problems of the Children's Psychology", "Ethnopsychology", "Comparative Pedagogics", "The methodology of the course "Basics of Health Care" in Primary School" etc. required the development of new and the adaptation of old methodological tools, namely: educational programs, textbooks and manuals. Prerequisites for the introduction of gender modules are the principles of a student-centred approach and taking into consideration gender component during lectures, seminars and practical classes; development of appropriate optional courses; participation in antidiscrimination and anti-bullying trainings, conferences on gender issues, individual tasks, course papers, bachelor's and master's theses. Thus, the system of gender-oriented forms and methods of work included: trainings ("Basic" dimensions of "gender", "Myths and reality in overcoming gender stereotypes"); scientific and practical lectures (Sex and Gender: Social Phenomena, Gender Pedagogy); workshops ("Gender equality in the content of education", "Gender examination of educational programs for primary school", "Content analysis of children's magazines", "Hidden problems of gender education", "Gender guidelines in the pedagogical heritage of V. Sukhomlynskyi, S. Rusova, H. Vashchenko").

Proper organization of the independent educational and research work of the students in studying the peculiarities of gender approach implementation into the school environment, finding out the possible difficulties of its introduction into the content of a certain subject plays an important role. The identification of gender problems by future teachers helped to compare common and different in traditional (gender-differentiated) and gender (personality-egalitarian) approaches, gender analysis and expertise of textbooks, printed notebooks, other methodological materials, writing lesson outline, modeling of practical works with the reference to gender component; identification of positive and negative tendencies in inter gender communication of younger students, their orientation on collaborative creative tasks, friendship with "different biologically and equally socially" [9].

Thus, the unique sense of "gender matrix" of the Ukrainian pedagogical legacy lies in the forming of the cultural oriented society for the development of modern gender education in the national school on the following principles: equality, dialogue, participation of adults and children in the organization of school life,

providing equal opportunities for boys and girls; because it focuses on each child as a personality. Under these conditions, a model of psychological and pedagogical support of gender socialization of children and youth is proposed. It helps developing ideas about the partnership of both sexes, formation of gender-parity interaction between all subjects of the educational process, intensification of their self-determination in issues of gender culture.

In the study we pay attention to “partnership pedagogy” and gender “matrix” of humanistic pedagogical heritage, integration of competent, personal oriented and gender approaches which help into formation of gender culture and the egalitarian outlook of children (gender competence, sensitivity and tolerance) as important factors of personal and professional self-realization of both sexes, democratic world-view and civilian girls’ and boys’ life-realization in the sphere of national being.

Primary education classes form a propedeutic stage in the study of gender in the middle and senior levels. Forming gender competence as a component of life competence in young school children involves the development of critical thinking and the ability to withstand gender stereotypes. It is determined that the factors of development of parity towards another gender in younger pupils are: personality-oriented direction of information content about oneself in a new social role as a pupil, violation of gender balance in the culture image of behavior, professional employment, level of subjectivity expression by boys and girls, “the joy of tomorrow” as prospects for personal growth and level of harassment in different spheres of school life, individual self-realization of pupils. Purposeful implementation of gender education in the broader context of civic personality growth will help to promote the values of the Ukrainian national idea, including its constituents such as statehood, democracy, prosperity, diligence and responsibility, and the idea of gender equality as a basis of democratic change in society [3; 9; 17].

That is why the personal, individual approach to pupils, usage of interactive learning, dialogic communication is considered to be the cornerstone of gender training; to realize the principles of gender-egalitarian approach as gender discourse in the developing paradigm to the content of educational process on the basis of the “gender matrix” of the national pedagogical heritage (V. Sukhomlynskyi, A. Makarenko, S. Rusova, etc.).

Rereading works by Vasyl Sukhomlynskyi, written then, when gender problemacy was not the subject of scientific psychological researches and even a term “gender” was not used, it is possible to be surprised at sagacity of his views in relation to the problem of equality of sexes which really were ahead of time. His humanistic guidelines in relation to the sexual education of teenagers and youth, forming children’s imagination of courage, femininity, construction of the pedagogical process on the principles of equality, egalitarianism, overcoming sexual stereotypes by teachers etc. remain the most actual ones in domestic pedagogical discourse of the new millennium.

The prominent teacher formulated practical recommendations in relation to the solution of the problem of gender socialization, which are especially important for the essence of egalitarian education which is based on impartial attitude towards a

person, the respect to the person regardless of sexual belonging: *“Be afraid of the fact when girls fell: we are more weak, our task is to obey”*. Boys are exactly inspired by girls’ presence. It is a real shame to begin crying even when it is very hard, because a girl is nearby. But at the same time a girl takes a special place in a war-game. The men do the most difficult work. But only when a man displays weakness – a woman will substitute him immediately and show what she is able to do. *“To be able to love truly, as a real man”*, it is necessary to be the man of strong will. It is, surely, necessary for a girl and a boy to the same extent...” [18, p. 561-563]. Aren’t these words by the famous pedagogue harmonious with modern thesis of gender pedagogics: “Boys and girls have a lot in common, but differ a little?”, “Different, but equal?”

Not less actual for the development of gender orientations of teachers, and not only for them, but also for the numerous army of supporters of traditional division of sexual roles, who are involved into the promotion of the thesis: “Everything is in the hands of a woman”, “Only Berehynya is able to maintain the order in the family”, “If a woman is able to be more engaged in children’s upbringing and running the house, then...”, are the views by Vasyl Sukhomlynskyi in relation to girls education: *“Firstly, it is necessary that every girl can be educated as an original and brightly expressed personality, that to all girls, without any exception, an idea to remain unnoticeable, passive, weak-willed was even unendurable. 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 – here that it is very important in that general tone which has to characterize 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 be a depend creature. Only a bright vital purpose gives a woman spiritual force which makes her a possessor and queen in the field of senses [18, p. 573].*

Traditional gender ideology is built on dichotomies of masculine and feminine and on the proper differentiation of abilities and skills, professional capabilities etc. Gender discourse directs teachers: *“It is necessary to organize the activity of the community in such way, that there were no special masculine and special feminine types of activity (however, it is not meant that boys and girls must divide the hardest physical work). “I am never pleased that some girls have too much diligence, tidiness and little imitateness, independence, determination. It is necessary to rise in a future mother civil firmness, self-respect, but not silent obedience. Obedience, produced by one-sided education (this is allowed, that is forbidden), generates ideological invertebrate. It is necessary to organize collective activity in such way that the living matters of girls and boys will be emotionally saturated, wake up in girls the bright moral estimation of everything, that surrounds them, everything what they do. The dignity of a future woman, mother, wife is fanned than, when she is inspired by public interests, anxieties, worries of the community. ...Girls have to live active social life, too large concentration on themselves, depending in their own internal spiritual world... caused that in years of early youth a girl becomes defense less, when it is necessary to defend her honour and dignity.” ... [18, p. 574]. “Not to*

*allow, that our women will become well-educated, intellectually rich slave girls is one of very important tasks of our school” [18, p. 350].*

Gender in the home pedagogical inheritance is the determination of equal participation of the genders in the educational process, in the preparation for the realization of social roles in the family and society, opportunities of achieving success in any spheres of social vital functions. The “gender matrix” of Ukrainian pedagogics is a basis for the recent standards of equality of both genders, the formation of an egalitarian outlook of parents and teachers and the creation of a positive model of girls’ and boys’ education.

**Conclusions.** Years of experience teaching gender disciplines and activity of the Scientific Research Centre on Gender Education and Student Youth Upbringing of the National Academy of Pedagogical Sciences of Ukraine in Ternopil Volodymyr Hnatiuk National Pedagogical University as a scientific-research and cultural-educational unit of this EHE has shown an increase in the interest of future educators in gender issues, provided that they have free and creative expression, acquiring psychological and pedagogical support skills, support of a growing personality, overcoming sexual prejudices, etc.

Gender-educational technologies as an innovative system model of psychological and pedagogical support of professional formation of the future educator on the principles of gender equality (activity of gender-educational centre, schools of gender equality, interactive methods of social-psychological education, introduction of educational programmes, gender courses and modules in pedagogical and psychological disciplines). The implementation of the personal-egalitarian approach as a basic one for the formation of gender competence as a key in personal development and professional awareness of future educators is methodologically substantiated. These principles are basis in the content of gender-based courses, gender modules, where it focuses on the ability of future social workers to provide practical consulting assistance to children and adults in solving gender issues; avoidance of gender bias and sexism; affirmation of ideas of identity and self-realization of personality, regardless of his/her sex; the development of gender sensitivity and gender tolerance as democratic thinking strategies. The “gender matrix” of Ukrainian pedagogics is a basis for the recent standards of equality of both genders, the formation of an egalitarian outlook of future teachers. All the mentioned above forms the content of the effective preparation of the future primary education specialist for the education of gender equality.

The perspectives for further research lie in the study of the psychological and pedagogical mechanisms of creating egalitarian and educational, friendly and creative-developmental environment for a child.

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**UDC 378.046.4**

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### **1.3. CONCEPT OF DESIGNING ADVANCED POSTGRADUATE PEDAGOGICAL EDUCATION, DEVELOPMENT AND SELF-DEVELOPMENT OF TEACHER PEDAGOGICAL SKILLS IN THE NEW UKRAINIAN SCHOOL**

***Abstract.** Purpose of the article is an analysis of requirements for designing the concept of advanced postgraduate pedagogical education, development and self-development of teacher pedagogical skills in the new Ukrainian school. Scientific novelty of the research: the author theoretically substantiates the principles of designing didactic objects, categories and concepts of the concept of designing advanced postgraduate teacher education, development and self-development of teacher pedagogical skills; theoretically and methodologically substantiates the influence of the project of the specified system on its final result – the level of development and self-development of teacher’s pedagogical skill, which includes his personal orientation, motives, subjectivity, professional competence and creative skills.*

*Research methods: theoretical (generalization, analysis, systematization of philosophical, psychological and pedagogical works of domestic and foreign authors from the affected problem in order to determine objects, categories and concepts of the concept of the design of advanced postgraduate teacher education, development and self-development of teacher pedagogical skill) and empirical (diagnostic – questionnaires, conversations, interview, testing; observational – retrospective analysis of own pedagogical practice, participant observation).*

*Research results: the system of requirements for designing the concept of advanced postgraduate pedagogical education, development and self-development of teacher pedagogical mastery in the new Ukrainian school is highlighted.*

*Conclusion. To create a project of advanced postgraduate pedagogical education, development and self-development of teacher’s pedagogical skill with a real positive creative professional-oriented potential, capable of changing to the best state of affairs in practice, didactics should be considered as the main, systematic basis for project design in postgraduate teacher education institutions. Perspective directions for further consist in the actual construction of the concept of advanced*

*Scientific publication*

# **THEORY AND PRACTICE OF FUTURE TEACHER'S TRAINING FOR WORK IN NEW UKRAINIAN SCHOOL**

Monograph

edit. by

I. F. Prokopenko, I. M. Trubavina.

Responsible for the issue: S. Luparenko

Signed for publication on April 28, 2020. Format 60 90/16. Times New Roman. Off-set paper. Digital printing. Conventional printed sheet: 42,13 Circulation: 300 copies.

Order № 2115168

Published: Entepreneur Cherniak L. O. 16 Bahalyi Street, Kharkiv, 61002, Certificate № 2480000000079553, dated May 16, 2007

ISBN 978-80-907570-6-6

OKTAN PRINT s.r.o.,  
5. května 1323/9, Praha 4, 140 00  
www.oktanprint.cz  
tel.: +420 770 626 166  
jako svou 17. publikaci  
Vydání první

Evidenční list účastníka systému ISBN

IČ: 06635156

Vydavatelské oprávnění uděleno:

Úřad městské části Praha 1, odbor živnostenský  
dne: 23.11.2017 pod č. j.: UMCP1 194760/2017