

HUMANITIES  
AND NATURAL  
SCIENCES  
UNIVERSITY  
IN SANDOMIERZ

EUROPEAN VECTOR  
OF CONTEMPORARY PSYCHOLOGY,  
PEDAGOGY AND SOCIAL SCIENCES:  
THE EXPERIENCE OF UKRAINE AND  
THE REPUBLIC OF POLAND

collective monograph

HUMANITIES AND NATURAL SCIENCES UNIVERSITY  
IN SANDOMIERZ

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**EUROPEAN VECTOR OF CONTEMPORARY  
PSYCHOLOGY, PEDAGOGY AND SOCIAL SCIENCES:  
THE EXPERIENCE OF UKRAINE  
AND THE REPUBLIC OF POLAND**

**Volume 3**

**Collective monograph**

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# THE FORMATION OF EGALITARIAN PERSONALITY IN THE CONTEXT OF HUMANIZATION OF EDUCATIONAL REFORMS IN UKRAINE

**Kikinezhdi O. M., Vasylkevych Ya. Z.**

## INTRODUCTION

A challenge of time and a priority task of the state social and humanitarian policy is search of effective mechanisms for the formation of an egalitarian personality in order to harmonize the personal, professional and civic growth of pupil student youth on the way of democratic entry of Ukraine into the world community.

In the White Book of the Council of Europe, there is an Intercultural Dialogue “Living together in equality and dignity” (2008) which defines the guidelines of peaceful coexistence in a free society for people of different races, religions and cultures. 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. It will enable us to deconstruct patriarchal gender stereotypes in people’s minds, to form unbiased attitude to abilities and a status of a person independently of his/her sex, an orientation toward the fullest self-actualization of a person mastering any spheres of people’s vital activity taking into account peculiar archetypes, namely features of the mentality of Ukrainian ethnos.

Shaping the *self-sufficient* creative successful personality? Civic responsibility of the young people as the future of the nation that is grounded fistic basics, ethno cultural traditionalism and mentality. European challenges of Ukraine. Just the example of steady land prayer of Karol Woityla – World Pope, his achieved through much suffering love to native Poland, to his countrymen and the people of the whole Earth became the model of serving to universal ideas, which of young Ukrainians admire. His Holiness Pope Ioann Paul’s II tales and sermons poems and lyric miniatures, monologues and psalms which are full of sincere feelings for the fate of the mankind, the nation, the man, emit the aura of love both spiritual and pedagogical one. Karol Woityla’s ternary prayer gave the world the sample



of creation the Temple of the personal soul, moral aesthetic basics of a new citizen for whom to live according to Holy Commandments is the only possibility of saving personal dignity. These poems-prayers written in different years shine to the world even now at the beginning of the III-d Millenium, cultivating Trust, Hope, Love in the world. In the conditions of the development of world civilization just the spiritual sphere of a person, his/her culture and education determine the sustainability of the state. The all-round support of the education as the main condition of the national development, of gender education and culture of the youth, in particular, is the key task of the Ukrainian statehood<sup>1</sup>.

Gender as a systemforming sign of personal acquiring of identity is an important factor of boys' and girls' national understanding of life, their egalitarian realization.

Gender (parity) democracy is important, not only because of the international recognition, but also for the internal dynamic of our country, the implementation of basic social programs, which improve the quality of life for two socio-demographic groups-men and women, the deprivation of inequality between this sexes and the development of partnership between them, as an expression of social justice, the effective mechanisms of protection from the discrimination and so on.

Gender relations characterize the degree of democracy in a society as they determine the division of roles in the political, socio-economic and professional lives. Ukrainian youth decides on its future in the world where family and public spheres are no longer ruled by the ideals of Soviet patriarchal system, masked by the slogan of equality of men and women. In the history of Ukraine the dominant Ukrainian feature of gender has always been the respect to the will of women, partnership of sexes, individualization of characters outside the gender affiliation and mutual trust, "cordotsentrychnist" (H. Skovoroda, P. Jurkevich).

However the historical experience proves that it is inefficient to solve the problems of human existence, human or national security using only power, scientific or technological methods without the changes in the social consciousness and culture. Such changes are possible only through implementation into the consciousness of people and culture a particular system of values and value orientations as a humanitarian component of

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<sup>1</sup> Войтила К. Суб'єктивність і «те, що не піддається редуції» в людині. *Досвід людської особи: нариси з філософської антропології*. Львів: Свічадо, 2000. С. 19–27.



social life security. Hence the study of person's gender identity formation in the ontogenesis is promoted by a social need to reveal the social and psychological factors of youths' gender culture formation, the necessity to study the inner mechanisms of person's identification with certain patterns of gender role behavior as well as social life democratization and egalitarian values formation. The cultivation of gender parity as a strategic way of socialization promotes the necessity of the gender formation study from the point of view of various psychological approaches, particularly genetic and cognitive.

Identification as a subjective and objective socio-psychological reality in the development of individual's sex consciousness and self-consciousness is characterized by a variety of interpretational approaches derived from conceptual philosophical, sociological, and psychological frameworks. Identity as an integrated personal entity is formed in the process of self-identification with significant sex-role behaviour models in the immediate surroundings. Theoretical analysis of the problem under investigation has allowed us to discover its universal and interdisciplinary character, to define psychological logics of studying child's sex consciousness and self-consciousness differentiation peculiarities in relation to social and pedagogical factors.

Analysis of the state of gender studies institutionalization as a new sphere of psychological knowledge has been presented in the anthropological paradigm; possibilities to use the category I-image in sex-role differentiation study are proved; psychological mechanisms of gender I personalization in the ontogenesis process, content, structure and self-identification criteria of representatives of different sexes in the egalitarian or traditional gender coordinates system are interpreted.

A gender misbalance, vertical-horizontal stratification is typical for Ukraine. Gender asymmetry is observed in the "masculinization" and "feminization" of students' society, which can be explained by the one-sided gender socialization of children and youth, a psychological pressure expressed by society, that imposes sexual stereotypes, the activation of anti-gender movements, the false spread of information online, at schools, in the streets about the gender equality. It leads to the denial of the principles of equality between women and men by the gender politics especially in Ukraine. It proves the necessity to improve national gender policy and develop informational and educational spheres.



The implementation of gender education enables children and youth to acquire gender knowledge, to build and test their “Ego” in different situations, to practice and implement the principles of partnership, gender equality starting from school years and up to the period of creating their own families. They are taught to work hard in their relationships, to be social and political active. 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. 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. 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. The primary task of the teacher is to form gender competence, it corresponds to slogan “Children deserve the best!”, the essence of which The president of the National Academy of Pedagogical Sciences of Ukraine V. Kremen clarifies the concept “Child is in the center” as a worshiping of the child’s personality, his individuality, creating the necessary conditions for its formation and development, “The slogan “Child is in the center” should identify the activities of modern teachers in school and beyond”<sup>2</sup>. 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.

The humanistic and existential paradigm in the analysis of gender development of person, describes the hierarchy of values and the orientation of his/her self-actualization as a representative of determined sex in various spheres of human existence (K. Woityla, A. Maslow, C. Rogers, V. Frankl).

In our opinion such phenomenon is vividly represented within the humanitarian and phenomenological approaches, and it enables to answer the question about the development of subjectivity, self-expression and acquiring

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<sup>2</sup> Кремень В. Філософія людиноцентризму в стратегіях освітнього простору. К.: Педагогічна думка, 2009. С. 412–413.



of “self” in the contradictions of life. Although the practical aspect of the gender identity question is quite “open”, however it has a profound inner layer, as it encompasses a lot of unrevealed psychological mechanisms of personal and spiritual development of a human.

The aim of the article is to determine the key factors of egalitarian socialization of students, the personal self-realization of girls and boys; conduct a gender audit at the university, the methodological substantiation of the gender approach and its implementation as a system component of the humanization of educational reforms in Ukraine to form egalitarian outlook (gender competence, sensitivity and tolerance) of youth.

Gender identification plays an important role in the formation of gender self-consciousness of a person, in formation of her or his self-image, and acquiring the requirements for gender-role behavior. Gender identity characterized as being marked by awareness of gender-role cultural standards as well as social and psychological instructions, accepting the traditional or egalitarian modes of behavior, formation of ego-structures in the continuum of masculinity and femininity, by representation of the individual experience of self-knowledge and attitudes to evaluating oneself and others, by agreement and balancing between the real and ideal gender Self.

The category “gender” has been examined in the context of S. Bem’s psychological conceptions, gender schemes and lenses theories, in particular polarization, androcentrism and biological essentialism, in which a certain analogy with L. Vygotsky’s conclusions on mentality “sign mediation” can be observed, when a cultural sign becomes a means of individual’s subjective behaviour in the period of his/her becoming an adult. Socialization assists child’s entrance into the gender culture of society. Moreover, socialization is the most important factor which defines construction of child’s gender identity, subjective activity in the process of gender “I” self-formation in relation to the age, closest development zone and main kind of activity, new formations in the psychological development.

The author’s model is based on understanding “gender identity” as a crucial personal formation in the structure of sex self-consciousness, which is manifested in different interactions and attitudes. Masculinity and femininity as individual’s attributes are the basic categories in the analysis of sex-role “I” formation. In addition, gender orientations (traditional or egalitarian) are important indicators of individual’s self-identification.

Psychological model demonstrates such principles of gender identity construction: interconnection and interrelation of social and psychological processes of sex-role self-identification on social and individual levels;



behaviour differentiation based on individual's sex; asymmetry; polarization-opposition; hierarchy; andro-feminocentrism or egalitarianism, sexism as a biased and stereotyped attitude; evident and "hidden" discrimination, gender stereotypes, etc.

Practical application of the model provides a possibility to assume that:

– the phenomenon "gender identification" is a universal mechanism of integration and differentiation of various identifications in the individual's development ontogeny. This mechanism functions as an individual's values and sense self-identification with representatives of the same sex, with the behaviour and performance of social and family roles typical of this group of people;

– sex-role identification is an index of personal maturity, a result of universalization and individualization of human values, equality, democracy, and humanism.

The young age is connected with gender self-determination, establishing of the behaviour fitting the gender role, and stable image of the "I" of men/women. As Erik Erikson emphasized, "the young age is the most important period of the development, when the main crisis of the identity occurs"<sup>3</sup>. Uncertainty and indecision in gender identity is dangerous because it can hamper identity development.

Our hypothesis was that student youth is heavily influenced by both the traditional and egalitarian gender orientations in deciding on their private and public roles. Hypothesis was tested with Fisher coefficient, Mann-Whitney U-criterion, correlation coefficient and factor analysis.

The social construction of gender in youth environment is determined by gender space of contemporary society, it is characterized by double contradiction: on the one hand, a partial solution of the ways of establishment of formal equality and appellation to the natural function of women, on the other hand – new, alternative system of gender relations based on the principle "equality in difference", tendency of equal rights and opportunities for self-realization of young men and women as unique subjects of socio-historical event. On the background of "total social transformation" girl-students often express liberal installations, support more equitable division of family roles, look for equal opportunities for self-realization. These tendencies allow to increase subjective potential, identify psychological prospects for future life creativity of young women as a way to overcome usual stereotypes, that demonstrates the need of the development and

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<sup>3</sup> Erikson E. The problem of identity. *Amer. Psychoanalyst. Assn.* 1956. Vol. 4. P. 98.



implementation of gender specific ideological system of knowledge and practices, relevant to psychological principles of parity and self-realization of sexes.

The most influential in the value system and perceptions of the future for both men and women are family roles; such roles are also dominant in the self-concept descriptions. Men view the ideal image of a woman in more traditional terms than do women themselves – women portray an ideal female as more intellectual and socially advanced. The findings show that while there are many similarities in self-views of young men and women, men is more oriented on traditional male values, whereas women maintain values of both traditional and egalitarian nature.

The results of content-analysis of the narrative “Who Am I” show the dominating gender roles in private family and public professional spheres of young men and women. As the cluster analysis shows, *gender belonging is realized through personal qualities*. We initially selected two large clusters. The first one determines the characteristics of the individuality of a person, such as: appearance, interests and hobbies. The second cluster refers to social descriptions, such as: public-political, professional and domestic roles.

We found no meaningful gender differences in such spheres as professional and domestic roles, interpersonal and gender qualities, hobbies and interests, which suggest the prevalence of personal, individual self-determination of the I in the samples of both sexes. At the same time the statistically meaningful (Student’s t-criterion) differences were found in such subjective descriptions as the physical I ( $t=-3,74$  at  $p=0,0004$ ), emotional sensitivity ( $t=2,17$  at  $p=0,03$ ), confidence in oneself ( $t=-2,56$  at  $p=0,01$ ) and ability for self-expression ( $t=3,59$  at  $p=0,00$ ).

The role of physical attractiveness in descriptions of the physical I is considerably higher (almost 4 times) for young women. Another sex difference in the image of the I is emotional sensitivity (4,86 for young women : 3,26 for young men) which demonstrates higher meaningfulness of emotional sphere for personal self-determination of young women. We explain such sex differences with different level of adaptation of young men and women to the new social roles of a student and future professional. Young women acquire more confidence in themselves, which, in our opinion, is influenced by a) young women’s higher social activity; b) fewer gender expectations in relation to young women’s social roles and considerably more expectations in relation to the realization of masculine roles by young men. In this age male students begin to feel the pressure of gender stereotypes of a bread-winner, protector etc. while having few possibilities for financial self-



realization. The sex difference in the meaningfulness of self-openness (as for young women, its level reaches the mark of 8,48, while for young men it is 4,39) is possible to explain by the influence of gender socialization, as the society expects more empathy from young women. The statistical analysis of descriptions in the images of the real and future I shows similarities of the personal self-determination in different spheres of vital activities of young men and women (table 1).

Table 1

**The meaningfulness of the spheres  
of self-determination in female and male samples**

<i>Characteristics of self-description</i>	<i>Arithm. mean I am today</i>	<i>Arithm. mean I am tomorrow</i>	<i>t-value</i>	<i>Df</i>	<i>P</i>
Appearance (physical I)	0,27	0,60	-0,84	25	0,41
I am in the society	0,64	0,80	-0,29	25	0,77
Feminine-masculine qualities	0,95	0,40	1,25	25	0,22
Interpersonal roles	0,68	0,60	0,22	25	0,83
I am in the professional sphere	0,05	0,40	-2,44	25	0,02
Hobbies and interests	1,36	0,80	0,84	25	0,41
Valuable context (meaningful) sphere	0,86	1,00	-0,24	25	0,81
Emotional characteristics "positive"	3,27	3,20	0,07	25	0,95
Emotional characteristics "negative"	0,55	0,00	1,19	25	0,25
Emotional support of others (ability for the emotional sharing)	0,55	0,80	-0,52	25	0,61
Confidence in oneself	0,23	0,20	0,11	25	0,92
Successes in realization family roles	0,64	1,20	-1,22	25	0,24
Ability for self-opening	8,05	10,40	-1,12	25	0,27
Individuality	0,82	0,70	0,28	25	0,78
Belonging to the group (identified "We")	0,50	0,75	-0,91	25	0,37



In the ratings of meaningfulness of different spheres of self-determination, the sphere of professional self-realization takes the leading place. In the image "I am today" the meaningfulness of professional sphere for young men is lower in comparison with the image "I am in future". At the same time in the image of the future I for young women the leading place is taken by the emotionally expressive sphere. These findings are confirmed through the analysis of descriptive self-characteristics presented by young men and women in narratives "I in 20 years". The qualities which are marked by young men as necessary for a woman have truly feminine character, for example, "faithful", "beautiful", "tidy", "thoughtful", "tolerant", "tactful", "complaisant". The responses for young women include unique feminine qualities, for example: tenderness, meekness, love, and children. The anti-ideal qualities are completely opposite to afore-named ones, as, for example, "negative", "fickle", "bad hostess", "has bad habits related to alcohol and smoking". It is not surprising that 94% of young people think that the image of an ideal woman has to have traditional nature, and 95% consider that the image of a real man must be of traditional nature, too.

We should note that nothing is mentioned about the wife as a professional, statesman, about her possibilities to take up sports or hobbies. Only 40% of young men consider that professional employment of a wife is possible, but not obligatory, and only on the condition of "a good job", "that she is able to devote more time to her family and children".

Similar options are traded in the narratives by young women where they describe their future: "I am cheerful and tidy when I meet my husband when he comes from work. I gave lessons of English to my children, took them to the pool, and while they were there, I visited the fitness center", "I still have a slender body and look young. I have time to take care of myself, visit a beauty salon"; "My wife brings me coffee in bed. She has time for sports and for the care of all family members".

The development of gender identity at the age of a young adult occurs on the basis of both conscious self-determination in continuum of masculine-feminine behavior and choice of individual meanings of gender roles (a considerable percent of young men and young women reached the highest degree of individual identity in J. Marcia's test and the androgenic models of gender role behavior in accordance to S. Bem's questionnaire as well). Number of students that "lag behind" at the level of diffusive identity (most



of them are males), which demonstrate the sex-determined behavior, or show complete confusion in relation to the gender role.

Although the majority of respondents of both sexes showed traditional orientations, the comparative analysis of their structure (from the point of view of the cognitive emotional and behaviour constituents of gender self-determination in S. Bem's questionnaires show the signs of destruction of bipolar gender orientations of student youth<sup>4</sup>. The proof of it appears in the similarity of repertoire of social roles in the self-determination of "I am a man/woman" and also in the context of narratives "Who Am I" (today). The gender roles selected by young men and women do not fit the "Procrustean bed" of their patriarchal division, as they contain quite a lot of egalitarian constructions of self-determination in professional occupations, identification, and communications. The future of students in their gender scenarios of life can also be described from the point of view of the ambivalent.

In the research we were interested in the dynamics between professional and private spheres for young men and women in the image of future. It was discovered that young men are oriented on building their career in identification of the future I to a greater degree, while young women show greater dependence on the domestic sphere. Both in the I-present and in the I-future the dominant tendency is professional activity for young men and domestic activity for young women.

The general sample was 170 respondents – 86 young women and 84 young men between the ages of 18–21 enrolled in a pedagogical university. The test showed high reliability due to internal consistency: the coefficient of correlation between the scales of egalitarian and traditional values is folds  $r=0,95$  ( $p=0,0001$ ).

Majority of males in the sample showed agreement with the following statements: "there are a lot of words and phrases which cannot be pronounced by women but they are allowed to be spoken by men" and "women must not visit the same places which are visited by men, and women must not have the same degree of freedom as men". The students are aware of the myth that the "weaker sex" is subject to psychical disorders, depression and anxiety more frequently. These beliefs found the confirmation in the agreement with the statement "Women are too sensitive to become good surgeons". The apotheosis of traditional opinions of young men was their denying the

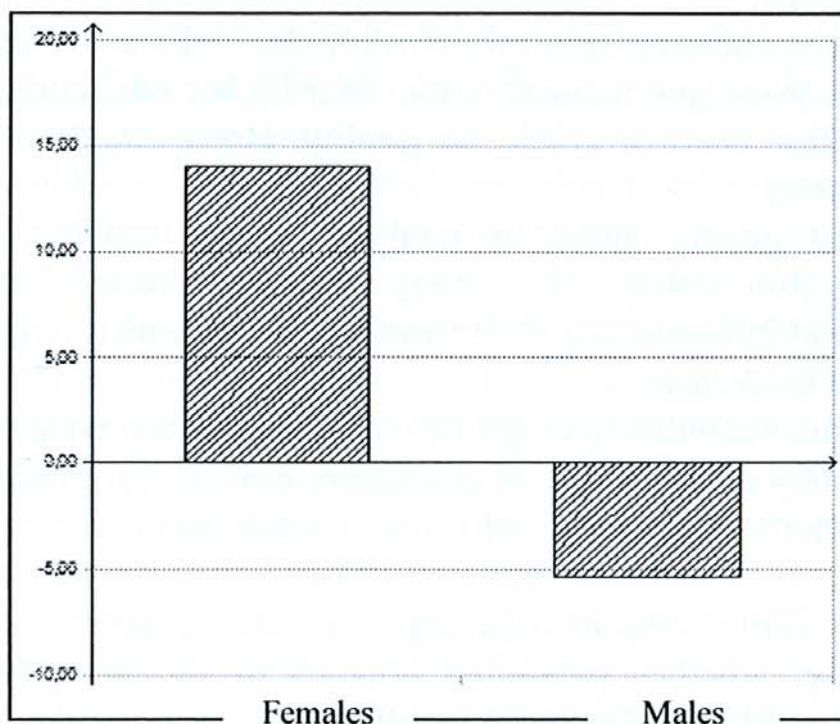
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<sup>4</sup> Bem S. Sex-role adaptability: One consequence of psychological androgyny. *Journal of Personality and Social Psychology*. 1975. № 31. P. 634–643.



professional suitability of women for various types of activities “Woman must recognize their intellectual narrow-mindedness in comparison with men”. Young women showed more egalitarian views than did men in relation to physical attractiveness of both sexes to taking care of the figure, keeping a healthy way of life etc. For example, women showed greater agreement with statements “A modern woman is obliged to care about her figure no more than her husband cares about his” and “Youth and beauty of a woman are the main guaranty of her happiness”.

The analysis of results of the questionnaire based on M. Jenkins’ method showed that most young men and women share traditional (patriarchal) values to some degree<sup>5</sup>. However, there were sex differences in gender orientations of young men and women. Young women are more oriented on the egalitarian relations in the domestic sphere, in sex behavior, marriage and pre-marital behavior. Traditional views of young men refer to the social and politic legislative sphere. Bipolarity of judgments of young men and young women about traditional and egalitarian value are presented in picture 1.



**Picture 1. Bipolarity of the division of gender orientations of student youth in sex selections**

<sup>5</sup> Hyde J.-Sh. Half the Human Experience: The Psychology of Women. Lexington; Massachusetts; Toronto: D.C. Heath and Company, 1991. 500 p.



Traditional values are directed against the expansion of individual space of a woman in relation to the professional activities. Women students admit egalitarian with men in the concerning domestic sphere, but they share patriarchal opinions in relation to financial and legal responsibility of a husband.

The achievement of gender parity in education is one of the important aspects of the machinery of national gender government policy. 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. Therefore, the project “Gender mainstreaming in higher educational establishments of Ukraine” and its implementation were positively perceived by the administration of the university, because gender audit allows to explore the compliance of the principles of gender equality in the university and determine the ways of implementation of gender-sensitive technologies in the practice of high school in order to create egalitarian personality of future teachers and gender culture of students.

The current regulatory framework of higher education in Ukraine and statistical indicators give reasons to consider higher education, *de jure*, with minimal manifestations of gender inequality. However, *de facto*, there is a gender asymmetry.

The goal of gender audits is analysis of the universities in gender discourse of public policy. The survey includes: 130 teachers (64 women and 66 men) and 298 students (180 female students and 118 male students).

The tasks of G. A. are:

1) explore the availability of gender resources in the system of equality – inequality (policy and strategy of education, training programs, institutional practices, methods of teaching and forms of assessment, the nature of gender interaction, etc.) in order to make a critical analysis of the university’s experience for implementation of complex gender approach;

2) determine, whether personnel policies of the university is gender-sensitive in general and in specific substructures;

3) determine the correlation of men and women on different management ranks and level of feminization and masculinization of faculties and specialties;

4) to conduct a qualitative analysis of statistical indicators of gender equality with their further interpretation;



5) spread of information about methods, rules and attitudes to gender problems of students and professors of universities, their views and installings in the system of democratic or patriarchal coordinates;

6) outline the problem sphere of deepening the gender studies in the academic field and define general guidelines for implementation of gender components in higher school.

Gender social modeling has been revealed in stereotyping of thinking and conscience of sex and age samples concerning different spheres of activity and choices of occupations, building up a career and its connection with family roles, prestige and social status etc., that is a confirmation of existing phenomena of “glass ceiling”, “dual employment”, inferiority position of female faculty. The gender imbalance is manifested in “masculinization” and “feminization” of students body (the significant predominance of female students (28,6%:15,5%). The subsequent career according to students’ sample is directly divided into traditionally “female” and “male” that do not promote the development of the subjectivity of a person, his/her creativity and competitiveness, successful self-realization.

In particular, more skeptical attitude of male faculty to equality of sexes has been noted; validation of a problem of inequality by biological, innate peculiarities of sexes; predominance of androcentrism in communication that leads to gender insensitive attitude in subject-subject interaction on all levels of higher educational institution, inadequate analysis by the youth and staff of the educational institution of gender discrimination practices (nearly half of the male respondents pointed out indulgent and patronizing attitude of faculty to female students, less exacting and more friendly attitude to them. Almost equal number of male and female respondents has pointed out more benevolent attitude to male students at university. That is, in their opinion, connected with feminization of academic groups and special attitude to considerably smaller number of boys).

## **CONCLUSIONS**

The present research shows that young women are more oriented on the egalitarian relations whereas young men tend to endorse traditional gender orientations. Gender identity in both samples has perceptibly stereotypical nature, although less so among females.

Understanding and developing in young Ukrainian generation skills of gender competencies will enable to form impartial attitude towards the capabilities and status of a person regardless his/her sexual belonging and



will give the possibility to orient to the fullest self-realization of a personality in mastering any sphere of human life activities. Reference gender identity in both selections has perceptibly stereotyped nature. Girl-students show liberal options more often, they support the equal division of roles in a family. Inheriting old stereotypes and accepting new, own values, modern student's remains on the cross-roads of gender self-determination. Gender differences were found in the functional and industrial values wherein males place more emphasis on social comparisons and self-control.

The traditional gender identification of young women is displayed mostly in the spheres of their life activities connected with reproductive and educational functions, and as for young men, it is displayed in the execution the functions of a bread-winner, defender. Both sexes come under the influence of sexual stereotypes in the field of the development of individual contacts.

This research shows the necessity of creating and implementing the gender policies based on the psychological principles of parity and androgyny of sexes, and on self-development and full vital realization of an individual. Development of gender competencies among young Ukrainians will enable to form a fair attitude towards the capabilities and status of a person regardless of his/her sex and create the possibility for maximum self-realization in mastering some sphere of life activities. Challenge of the time requires the development and implementation of gender-education technologies as psychological and pedagogical support of gender socialization of children and youth, aimed at personal development and gender equality.

Inheriting old stereotypes and accepting new, own values, modern students remains on the cross-roads of gender self-determination. Girls are more oriented to the egalitarian relations, than boys, in whom traditional gender orientations prevail. Reference gender identity in both selections has perceptibly stereotyped nature. Thus, life self-determination of youths is more conservative, stereotyping: "masculine" one is the activity in social, politic economic spheres, and everything "feminine" continues to be associated with a family, home duties, education of children. Girl-students show liberal options more often, they support the equal division of roles in a family; they want equal rights and possibilities for personal self-realization. These tendencies allow to state the growth of subject feminine potential,



outline the psychological prospects of future life creativity of girls-students as the challenge for the traditional stereotypes.

Exactly through them an individual equates himself with proper psychological sex, creating his own personal life strategy under the influence of socio-cultural surroundings (including meaningful others, mass media, youth subculture, educational professional establishments). Differences in the structure of gender identification in the context of the subject development are predefined by the influencing of socially psychological factors at the micro-, mezzo-, macro- and exo-levels of the socialization.

Almost the same volume and symmetry of gender prejudice as to both sexes has been found out. However, men (faculty and students) take stronger sexist positions than women. The extension of a range of information and educational component of a gender approach (gender audit tools design, the statistical data collection, tendencies and phenomena, such as “acquired helplessness”, “fear of success”, “glass ceiling” etc. description and analysis; antidiscriminatory practice, its approbation in all-Ukrainian network of the gender educational centres) will assist further institution development of gender in social and humanitarian space.

The egalitarian socialization is congruent with personal-centred (non-violent) approach in education, as the most progressive and productive community of equal individuals of different sexes. In this sense the initial assumptions of personal egalitarian approach as a basic strategy of socialization and education cover the implementation of the idea of equality of sexes and their interchangeability; indetermination of biological belonging of gender roles; approval of egalitarian ideology: gender competence as awareness of sex-role norms of conduct, gender sensitivity as means of creation conditions for the general development of the representatives of different sexes despite of gender stereotypes and prejudices, the ability to solve educational problems from the point of egalitarian gender ideology and gender tolerance as respect of fundamental rights and freedoms.

The activities of the School of Gender Equality (SGE), established at the Center for Gender Studies TNPU, named after Volodymyr Hnatiuk, became the basis for development of comprehensive educational program for youth “Gender culture of youth”, namely:

- to develop fundamental and applied gender studies;



- to apply gender and education-oriented technologies based on the concordance of the principles of progressive ethno-cultural traditions of the person-centred and egalitarian approaches;
- to develop and improve gender standards in education;
- to study the methodological bases of youth gender competencies formation as a peculiar system of gender knowledge and practices adequate to sex parity principles in the context of modern European integration processes;
- to expand the network of gender-oriented educational establishments and public organizations on the regional, national and international scales;
- a systematic module of gender enlightening of teaching staff, different forms of developing and correctional work with students, parents, teachers have been developed and implemented in educational establishments of different levels.
- to promote the activities of legislative and executive authorities in the state gender policy;
- to prepare young Ukrainians for family life and responsible parenthood.

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.

Gender democracy is feasible under the condition of implementation of a personal oriented approach to the education of girls and boys, their orientation on partnerships and flexibility in the realization of family and social roles in the future.

The future directions of research are the development and implementation of innovative gender-educational techniques to educational institutions for prognostics of the equating of self-realization opportunities of youth as a strategic direction of their egalitarian socialization and providing of the national mechanism of the state gender policy.

## **SUMMARY**

The article deals with the psychological and pedagogical mechanisms of egalitarian socialization of students, the personal self-realization of girls and boys, their competitiveness in the labor market, the construction of parity



relationship between the sexes, the consolidation of democratic principles in private and public life. It was discovered that young men are oriented on building their career in identification of the future I to a greater degree, while young women show greater dependence on the domestic sphere. Both in the I-present and in the I-future the dominant tendency is professional activity for young men and domestic activity for young women. The results of a gender audit at the university as an important factor of socialization of sexes of on the principles of gender equality are analyzed. The realization of the project “A gender mainstreaming in Ukrainian institutions of higher education” has proved the effectiveness of conducting a gender audit as a practical instrument in realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view, its quality as imperative of academic culture moving from paternalism to parity facing modern challenges – providing national mechanism of the state gender politics. The methodological basis of the implementation of the gender approach as a system component of the humanization of educational reforms in Ukraine in order to form egalitarian outlook (gender competence, sensitivity, and tolerance) of youth is substantiated.

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