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THE PROBLEM OF THE FORMATION OF NON-DISCRIMINATORY ENVIRONMENT IN THE UKRAINIAN EDUCATION: TIME CHALLENGES

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Keywords: gender democracy, gender relations, gender identification, gender competencies, non-discriminatory environment.

European integration as a new social reality requires a rethinking of the gender phenomenon in the systematic genesis of the educational and professional preparation, and forming a civic position of young generation. It causes forming a non-discriminatory educational environment as inclusive, health preservation, creatively and developing on the principles of equity and parity of sexes, the personal and egalitarian approach in the context of the Concept of the New Ukrainian School, the Strategy "Education: Gender Dimension – 2021", etc. The Vice Prime Minister of Ukraine Ivanna Klymush-Tsyntsadze has said "Non-discrimination, equality, human rights – all begin out of education. Our children should be aware of the value of these values at the secondary school. We do it not for our foreign partners, but for our future, where there is no place for such shameful things as, for example, sexism or domestic violence". Therefore, finding the principal effective ways for forming a non-discriminatory educational environment for children and youth is a challenge of the time to ensure a national mechanism of achieving gender equality as an indispensable condition for the observance of funda-

mental human rights and freedoms, building a society of parity democracy as a new paradigm of "a united community of equal rights people".

The **aim** of the study is to identify and substantiate the psychological and pedagogical mechanisms of the formation of a non-discriminatory educational environment in order to harmonize the personal, professional and civic growth of youth and building an open democratic society in Ukraine.

The main tasks of the study are: to reveal the social and pedagogical mechanisms of influence on the consciousness of children and youth in order to forming gender competences as a key vital and worthy, confident, assertive behavior of the young generation as the principal determinant of their successful life-realization; to determine the principles, content and methods of psychological and pedagogical support of gender socialization of children and youth in the micro, meso- and macrosocium; to develop the complex programs to overcoming gender stereotypes through the introduction of preventive anti-discrimination and anti-bullying practices; to conduct a gender analysis of the phenomenon of teenager

subculture; preventive preparation of youth for the creation of an egalitarian family and responsible parenting; searching of effective mechanisms of social partnership "school - family - community"; increasing gender competence of subjects of socio-cultural interaction "Kindergarten - Secondary School - University".

The problem of implementation of gender approach is one of the least developed in domestic practice. It is caused by ambiguous interpretation of gender terminology and its content, stereotyping of consciousness, the psychological social pressure of gendered stereotypes, the one-sidedness of gender children's socialization, anti-gender movements, the presence of unauthentic information in media, information war against humanity.

A non-discriminatory educational environment is interpreted by us as inclusive, health preservation, creative and developing, which is based on the principles of social equity, child-centrism, egalitarianism and parity of both sexes, in which the full personality development is ensured, regardless of sex, age, capacity, race, culture, religion, ethnicity, etc.

The formation of a non-discriminatory educational environment on the basis of "partnership pedagogy" and gender "matrix" of humanistic pedagogical heritage, integration of competent, personally oriented and gender approaches will help to forming an egalitarian outlook of children and youth as important factors of personal and professional self-realization of both sexes, democratic world-view and civilian life-realization of girls and boys in

the sphere of national being.

Considerable experience of studying gender problems and familiarization with the best educational practices of foreign countries have given the opportunity to form our own vision as to further institutionalization of a non-discriminatory educational mechanisms to the national school. 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 V. 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 and educational technics as an innovative system of psychological and pedagogical support of sexual sociality of children and youth are developed and tested; model of formation of valueological culture in childhood based on gender approach is introduced; student's research works are presented at the Ukrainian competition on the topic "Gender Studies".

The future directions of our research are: 1) to conduct the theoretical and methodological analysis of the problem in the context of foreign and domestic ap-

proaches, to define the content of the concept "non discriminatory environment", to substantiate the conceptual paradigm and the initial principles; 2) experimentally investigate the content, structure, and peculiarities of the functioning of educational environment in kindergarten, school and university through developing the indicators and principles of non-discrimination education, conducting gender expertise and gender audit; 3) 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.), which is the social and psychological determinant of the formation of an egalitarian personality, 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.