

**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).

**Reviewers:**

**V. M. Gryniova** – Doctor of Pedagogical Sciences, Professor, Head of Department of Primary and Professional Education, H. S. Skovoroda Kharkiv National Pedagogical University;

**S. M. Kurinna** – Doctor of Pedagogical Sciences, Professor, Head of Department of Preschool Education and Social Work, State Higher Educational Institution “Donbas State Pedagogical University”;

**L. M. Romanishyna** – Doctor of Pedagogical Sciences, Professor, Head of Department of Pedagogy, Khmelnytsky Humanitarian and Pedagogical Academy, Honored Education Worker.

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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**UDC 371.132+37.013.77+305**

**KIZ O.**

<https://orcid.org/0000-0001-8571-0914>

### **3.11. GENDER ACCENTS OF PSYCHOLOGICAL PREPARATION OF FUTURE TEACHERS OF PRIMARY EDUCATION FOR WORK IN NUS**

**Abstract.** *The reform of the NUS requires the search for innovative approaches to creating a primary school education environment free from the hidden or overt manifestations of gender-based or any other kinds of gender-based discrimination against the child. Today’s requirement is an educational environment that affirms a person-centered approach, in which boys and girls have equal rights and opportunities to pursue education and choose ways and forms of self-fulfillment at the level of their unique personality without any gender restrictions.*

*The purpose of the article is to provide theoretical substantiation of significance and approbation of practical ways of implementation of gender sensitive approach and integration of gender knowledge in the content of disciplines of psychological cycle of preparation of future primary school teachers.*

*The scientific novelty of the research is to deepen the scientific understanding of the ways of implementing a gender sensitive approach in the content of higher education; development of authoring programs of the normative educational disciplines of the psychological cycle for the specialty “primary education” based on the integration of gender knowledge into their content modules.*

**Methods** of comparative and systematic analysis were used to achieve the goal in order to compare views on the problem under study, to define the conceptual and categorical apparatus, to substantiate theoretical and methodological foundations and psychological and pedagogical conditions of the research, as well as methods of observation, self-assessment, expert assessments, etc.

**Results.** It has been established that the subjects of the psychological cycle of preparation of future primary school teachers have powerful opportunities for the development of gender sensitivity of students. When teaching psychological disciplines, it is advisable to integrate gender and psychological knowledge, to apply interactive gender-oriented technologies, which promote the principles of dignity and equality, respect and mutual respect between the sexes, creation of a gender-sensitive school environment and educational environment in NUS.

**Conclusions.** The implementation of a gender sensitive approach to the content of psychological disciplines improves the quality of preparation of a future primary school teacher to work in NUS. When developing the programs of the disciplines “Psychology: General and Age Psychology” and “Psychology: Pedagogical Psychology. Fundamentals of Psychodiagnostics” gender knowledge is organically integrated into the content of lectures, seminars and labs within the topics of all content modules. The advantage of the proposed approach is a stable cross-curricular linkage, an opportunity to analyze gender issues over three academic semesters, as opposed to one semester devoted to gender specific training. This has created favorable psychological and pedagogical conditions for the preparation of a modern educator, free from gender bias and stereotypes, capable of self-actualization and self-organization without any restrictions on gender, capable in the future to create non-discriminatory environment and gender-sensitive educational environment for comprehensive development and personal formation of junior pupils.

**Prospects for further research.** The analysis of practical ways of implementation of gender sensitive approach and integration of gender knowledge into the content of teaching the disciplines of the psychological cycle does not claim to be comprehensive and is an attempt to outline possible directions of future scientific searches for psychological and pedagogical conditions in creating non-discriminatory educational environment and favourable conditions for gender socialization of a child in the educational environment of NUS.

**Key words:** New Ukrainian school, male teacher/female teacher, students, psychological disciplines, gender competence, gender sensitivity, primary education, junior pupils.

DOI: <http://dx.doi.org/10.46489/TAPOFT-52>

**Formulation of the problem.** In the context of implementation of the Concept of the New Ukrainian School (NUS) there is a need for deep transformation of the modern education system in general and its initial link in particular, analysis of its core goals, functions, qualitative updating of content, revision of technologies of educational influences in order to create optimal conditions for formation and

development of self-standing identity of girls and boys without discrimination based on sex. The child-centered educational paradigm is refined in the requirements for the preparation of future primary school teachers with advanced professional competences, high levels of gender and psychological culture, with professional and meaningful qualities, among which gender competence and gender sensibility play an important role.

***Relevance of research.*** The reform of the NUS requires the search for innovative approaches to creating an educational environment free from the hidden or overt manifestations of gender or other kinds of discrimination, of all types of gender-based violence. Today's requirement is an educational environment that affirms a person-centered approach where educators, both boys and girls, are the main priority, the subject of culture and life, and have equal rights and opportunities in education and choosing ways and forms of self-realization at the level of their unique personality without any gender restrictions. The above determines the relevance of the problem of implementation of gender sensitive approach in the content of psychological disciplines of preparation of future primary school teachers for work in NUS.

***Relation of copyright work with important scientific and practical tasks.*** The conducted research is based on the requests of the society to the primary schools and is carried out in the context of the requirements of the Concept of the New Ukrainian School [14], the State Standard of Primary Education [2]. The methodology of the gender approach opens up new research benchmarks that reflect the psycho-pedagogical and social dimensions of the risks of gender discrimination of students in the modern education system as a whole and the primary in particular [3; 8; 13], gives an opportunity to find indicators of their manifestations for timely intervention and future prevention [4; 5; 12]. Proposed ways of integrating knowledge of gender theory into the content of different topics of psychological disciplines are a practical tool for forming the gender competence of a new generation of male specialists and female specialists in primary education.

***Analysis of recent studies and publications.*** The scientific achievements of the Ukrainian academic community reveal the theoretical and methodological foundations of gender education and upbringing, analyze the gender standards of modern education, highlight the integration of the gender approach into its various parts, outline the criteria of gender-sensitive, gender-fair and non-discriminatory educational environment.

V. Kravets, O. Kikinezhdi, I. Shulha [13, p. 19] introduce the concept of "gender-fair environment" into the scientific circulation and treat it as non-discriminatory, health-saving and creative-development based on the principles of social justice, gender equality, child-centrism, egalitarianism and parity, full development of a person is ensured, regardless of his/her gender, age, capacity, race, culture, religion, ethnicity, etc.; it contains three components (spatial-subject, psycho-didactic, social) in its structure. The formation of a gender-fair environment is based on the principles of "partnership pedagogy" and the gender "matrix" of the humanistic pedagogical heritage, the integration of competent, person-centered and

gender-based approaches. In the context of our study, particular attention is drawn to works that focus on the institutionalization of the gender approach in higher education and the importance of forming the gender culture of future educators [3; 10; 17]. As O. Kikinezhdi emphasizes, the formation of gender culture of personality implies an increase of gender competence as a special system of gender knowledge and practices, relevant to the principles of gender parity, overcoming and softening of gender stereotypes, realization of ideology of self-definition in the context of present-day Europe-integration and globalizing processes. The scientist emphasizes that the initial provisions of the personal-egalitarian approach, as a basic strategy of socialization and education, cover the realization of the idea of gender equality and their interchangeability; individuation by gender of biological roles; affirmation of an egalitarian worldview: gender competence as awareness of norms of sexual behavior, gender responsiveness as creation of conditions for full development of representatives of different sex despite gender stereotypes and prejudices, ability to solve problems of learning and nurturing of gender of human rights and freedoms [9, p. 19].

O. Bondarchuk and O. Nezhynska interpret gender competence as a social and psychological characteristic of a person, which allows him or her to be effective in situations of interpersonal interaction with persons of different sex. Gender competence of a person implies the presence of: 1) knowledge about existing situations of gender inequality, factors and conditions which determine them; 2) ability to notice and adequately assess situations of gender inequality in different spheres of life; 3) the ability not to identify gender-discriminatory practices in their behavior; 4) ability to resolve gender issues and conflicts in case of their occurrence [1, p. 16].

S. Kotova-Oliynyk defines such components of gender competence of pedagogical staff as: knowledge, abilities, skills, as well as the motivational sphere and corresponding activity. This phenomenon implies: 1) knowledge of current tendencies and problems of gender development of society, legislation regulating issues of gender equality, provisions and essence of gender approach, basics of gender theory (concept of gender, gender stereotypes and mechanisms of their action, gender roles and gender identity and their place in the educational process), features of gender socialization, principles of gender education, forms and methods of gender education, issues of gender competence and gender culture of educators, awareness of the role of the school as development centre of gender culture of children and youth; 2) the ability to monitor gender stereotypes and discriminatory attitudes about gender in their behavior, in educational, artistic and entertaining literature, in the media; recognize gender issues, disseminate gender knowledge through the use of adequate methods, tools, etc.; 3) skills of gender analysis, organization of activities on gender problems; 4) the orientation of the individual, manifested in the relevant needs, motives, goals, as the need to protect equal rights and opportunities for women and men, active life position, motivation to achieve, tolerance; 5) activities aimed at promoting the idea of gender equality, provided that the person is subject to active action, will be able to self-actualize, be free from stereotypical views, respond to

gender discrimination, be capable of independent decision-making, etc. [11]. A thorough analysis of the scientific works of Ukrainian scholars suggests that modern teaching is still a global carrier of patriarchal ideas and gender-typed attitudes toward gender roles and place of women and men in various spheres of life of Ukrainian society [3; 8; 12]. Male and female teachers often reproduce and deepen gender stereotypes in their behavioral practices, rooting them in the minds of new generations that pass through the system of all levels of education, including the primary one. The gender biases and gender stereotypes, which they have, can lead to gender discrimination, which will be reflected in unequal attitudes toward intellectual ability, development of gifts, emotional and willpower sphere, girls' and boys' behavioral practices.

***Selection of previously unresolved parts of the general problem, addressed by the article.*** Despite the wide range of research, the current normative base on gender equality in general and gender mainstreaming in national education in particular, there is a slow transition from substantiation of conceptual tasks to the practical implementation of gender approach as a new paradigm in the Ukrainian education system. The problem of implementation of gender issues into the primary education has not been solved yet. The ways of implementation of the gender approach in the content of psychological disciplines are not specified at the stage of preparation of future primary school teachers.

***The purpose of the article*** is to provide theoretical substantiation of significance and approbation of practical ways of implementation of gender sensitive approach and integration of gender knowledge in the content of disciplines of psychological cycle of preparation of future primary school teachers. ***The scientific novelty*** of the research is to deepen the scientific understanding of the ways of implementing a gender sensitive approach in the content of higher education; development of authoring programs of the normative educational disciplines of the psychological cycle for the specialty "primary education" based on the integration of gender knowledge into their content modules. ***Research methods.*** Methods of comparative and systematic analysis were used to achieve the goal in order to compare views on the problem under study, define the conceptual and categorical apparatus, to substantiate theoretical and methodological foundations and psychological and pedagogical conditions of the research, as well as methods of observation, self-assessment, expert assessments, etc.

***Outline of the main material.*** The modernization of the content of education in accordance with the Concept of the New Ukrainian School [14] is reflected in the fundamentally new standards of primary education, which are based on competent and personally oriented approaches to learning and take into account the age-specific features of the child's psychophysical development at the early school age. Particularly high are the requirements for the content of the first teacher's professional training, since the primary level of education plays a special role in the cultivation of a personality who would be able to protect human values in adulthood, create his or her own actions and deeds as humane, value himself or herself and others as equal personalities.



A primary school teacher is a key figure in primary education reform. In the classroom, he/she should be ready to determine the individual trajectories of education, upbringing and development of his/her pupils, carry out designing and modeling of the educational environment, which would correspond to the age, psychophysiological characteristics of the junior schoolboys/schoolgirls and contribute to the fullest development of the intellectual personality potential of every child. With the purpose of activity of formation and transformation of personality, the teacher is called to manage the process of intellectual, social, emotional, physical, aesthetic development and formation of the spiritual world of the child, predict correctly his or her actions as a subject of cognition, communication and work, involve in pedagogical interaction of children's families, evaluate the results of their own pedagogical activity in the context of educational innovations, to monitor the development of students [14; 15]. The state standard of primary education is based on the humanistic principles of childhood value, joy of learning, personality development, health and safety of the child [2]. It focuses on the psychological parameters of becoming a child and creating optimal psychological and pedagogical conditions for its comprehensive development at the first level of comprehensive secondary education. This is followed literally by each of the principles:

1. Presumption of a child's talent. Ensuring equal access to education, prohibiting all forms of discrimination. The selection of children on the basis of pre-screening at individual, group and institutional levels will not be allowed.

2. The value of childhood. Compliance of educational requirements with the age characteristics of the child, recognition of the child's rights to study through activities, including games.

3. The joy of cognition. Organization of an educational process that will bring joy to the child, limit the amount of homework to increase the time for motor activity and creativity of the child. Widespread use in the educational process of research and project activities.

4. Personality development. Instead of "learned helplessness" – fostering independence and independent thinking. Teacher support will develop children's self-esteem and confidence.

5. Health. Creating a healthy lifestyle and creating the conditions for physical and psycho-emotional development, which is extremely important for young children.

6. Security. Creating an atmosphere of trust and mutual respect. Turning the school into a safe place where there is no violence and harassment.

The principles outlined agree on the strategy of organizing a gender-equitable (V. Kravets, O. Kikinezhdi, I. Shulha [13]), gender sensitive (T. Doronin [2]; O. Malakhov [5]) environment for children and young people which a gender-competent teacher is able to organize (O. Kiz, O. Kikinezhdi [10]; S. Kotova-Oliynyk [11]). The modern educator should be aware that he is faced with the requirement to create conditions for gender socialization of modern girls and boys of primary school age, satisfy their need for self-affirmation in educational and cognitive activity, ensure equal opportunities and rights for each male student/female student for the

development of creative gifts forming a sense of dignity, self-esteem and respect for others, responsibility, education of the spirit. As O. Kikinezhdi points out, the younger school age is the most sensitive in the context of forming egalitarian gender perceptions in connection with the development of the new social role of the schoolchildren, which is characterized by the flexibility of sexual behavior, which brings it closer to androgynous one. [8].

Successful gender socialization of younger students will be facilitated by different areas of work with children: supplementation of areas of self-realization (encouragement of activity, which is not primarily gender, but interests the individual); the use of social, natural and substantive means to enrich children's activities; organizing experiences of equal cooperation between girls and boys in joint activities; lifting traditional cultural prohibitions on boys' emotional self-expression and encouraging them to express feelings; prevention of girls' acquired helplessness and gaining experience of self-promotion, independence and self-empowerment; creation of conditions for training of gender sensitivity, empathic understanding and development of gender tolerance; unlocking the potential of partnerships between girls and boys; studying the variability of mastery of the sex-role repertoire of behavior; active involvement of parents of both sexes or their substitute in the upbringing of children [12, p. 134–135; 7, p. 99].

Constructive interaction of genders “equally” implies the development of children's ability to see in a “different” sex a person with a different outlook, culture, feelings and respect. In such conditions, all conditions for maximum self-realization and disclosure of girls' and boys' abilities in the process of pedagogical and parent-child interaction are provided [9, p. 18]. The effectiveness of the educational process will depend to a large extent on the level of psychological culture of the primary school teacher and his theoretical and practical psychological training. At the Ternopil National Volodymyr Hnatyuk Pedagogical University, preparation of bachelors of the specialty “Primary education” with specialization “Pre-school education” is carried out according to the curriculum, which provides 11 ECTS credits for the study of disciplines of the psychological cycle, 5 of which – for the subject “Psychology: General and age psychology” (2nd semester) and 6 – for the subject “Psychology: Pedagogical psychology. Fundamentals of Psychodiagnostics” (III semester). In addition, three credits are provided for writing a coursework in psychology in the fifth semester [7, p. 100].

Although students are taught gender mainstreaming courses (“Gender Pedagogy”, “Psychology of Family Life”), which provide better acquaintance with gender theory and the formation of “gender perspective”, nevertheless, subjects of the psychological cycle offer powerful opportunities of developing gender competence and gender sensitivity of students, promote awareness of the right of every individual to a worthy place in society, prepare for active participation in the social, cultural, economic, political life of the country. Our experience confirms that gender issues can be organically incorporated into the study of virtually every psychological topic. In addition, there are opportunities to highlight in the structure of training courses and

individual topics. We also did not miss the opportunity to integrate gender into students' project, research work, and writing courseworks in psychology.

The content module "General Psychology" reveals the theoretical foundations necessary for understanding mental phenomena, reflecting their basic structural characteristics, revealing the features of their development. Psychological tasks are selected for each topic, among which we distinguish problematic issues (their content is the questions of theory and methodology), diagnostic (their content is the laws of formation and functioning of the mental phenomenon) and applied (their content is the psychological analysis of specific life facts). The psychological value of such tasks is that students learn to identify psychological causes of actions, deeds, determine the conditions of personality development, establish relationships between mental phenomena and their external manifestations. For example, in the study of the topic "Activity" students are emphasized that there are no sexually appropriate types of human activity, and the development of any type of classes depends not on the sex of the person, but on his or her individual interests, abilities, motivation of activity. Both girls and boys, and in adulthood, women and men, have equal opportunities in mastering work skills, gaining a profession, professional development and career advancement, equal chances of self-realization in any sphere of socio-political life. As we discuss the topic "Communication", we consider it appropriate to emphasize the need to use gender-sensitive speech – oral or written expression, devoid of androcentrism, sexism and any other discriminatory forms and meanings. In this aspect, we interpret the meaning of the terms "linguistic androcentrism" (a reflection of the "normativity" of the masculine and "secondaryness" of the feminine through the use of forms of masculine gender to refer to a group of persons of both sexes) and "linguistic sexism" (expression of tendentious and degrading views and beliefs in the language) which humiliate, remove, underestimate and stereotype a person based on gender) [16].

While studying the topic "Psychology of interpersonal relationships", we analyze gender bias – social settings with negative and distorted content, biased thoughts towards representatives of one or another gender, which reflect widespread norms of gender-specific behavior. In doing so, we distinguish three components of gender bias: cognitive – groundless tendencies, irrational thoughts about men/women in general, or their ability to be successful in one or other in other areas of life; affective – rejection, humiliation, underestimation, antipathy, negative feelings towards representatives of a particular gender; behavioral – real discriminatory practices, behavioral manifestations and specific actions with a negative orientation towards a person or group of people [16, p. 82].

While studying the theme "Personality" in the context of self-conception, we analyze the issues of gender identity and psychological mechanisms of its formation, gender consciousness and self-consciousness of the individual, study gender roles and types of gender behavior (masculine, feminine, androgynous, sexually undifferentiated), we consider the sources of activity of the individual according to the approaches of foreign and domestic scientists.

Laboratory classes in general psychology contain tasks related to engaging students in psychological experimentation, in particular, acquaintance with and use of psychodiagnostic techniques to study the features of the development of cognitive mental processes, individual typological features, interpersonal relationships. Selected diagnostic tools make it possible to refute the myths about significant differences in all psychological parameters between representatives of female and male sex. The students are convinced that, in fact, in the middle of the sample of girls and samples of boys, in fact, there may be more differences than between their sex groups.

Within the content module “Age Psychology” special emphasis is placed on topics that are required by the specifics of the specialty. The main part of the lessons is devoted to the junior schoolboy or schoolgirl: age peculiarities of development of cognitive (attention, feeling, perception, memory, thinking, imagination, speech) and emotional-volitional (emotions, feelings, will) spheres, individual-typological characteristics (temperament, character, ability), psychological assessment of educational activities (learning motives, learning activities and tasks, self-control and self-esteem actions), disclosure of the overall perspective of changing the personality of the child during pre-school and throughout school childhood [6, p. 101].

We characterize the age-related aspects of gender socialization and the acquisition of gender identity by pre-school and early-school girls and boys. In the context of the topic, we reveal the psychological mechanisms of development of children of a certain type of gender behaviour: direction (organization of “female” and “male” environmental microenvironment of children), modeling (development of certain models of gender behaviour by the children imposed by society), encouragement (reward to the child for compliance of certain types of gender behaviour), as well as the specificity of impact of all the agents of gender socialization (parental family, pre-school, general secondary and extracurricular education, media, peers, etc.) [12, p. 38].

We give a psychological assessment of the physiological and psychological aspects and levels of school adaptation at the lectures and practical classes, we analyze the role of the indicator of intellectual, emotional development and the formation of communication skills in the adaptation of the child to school. In doing so, we study the psychological, pedagogical and physiological levels of school maladaptation, peculiarities of the educational and extracurricular activity of a maladapted child, discover the causes of this phenomenon, and develop recommendations for teachers and parents on the prevention and correction of junior schoolboys’ and schoolgirls’ maladaptation.

For each topic of age psychology, students are offered problematic psychological and pedagogical situations and tasks of different types: to identify and substantiate the age patterns of development of a psychological phenomenon of girls and boys; to determine the stage of the child’s age development by his or her actions; understanding the motives of a child of a certain age and gender; pedagogical vision of the effect of educational influence and prevention of pedagogical mistakes caused by gender bias and stereotypes, etc. This creates the ability to use knowledge of

psychology to create favourable conditions for active collaboration of boys and girls in the areas of their actual and immediate development and meet the cognitive needs of students in accordance with their personal needs in the process of life and creativity without discrimination on the basis of sex.

The peculiarities of socialization in the classroom and school, as a whole, the emotionally positive background of learning influence the formation of prosocial qualities and the empathetic attitude towards others of both girls and boys. Therefore, the positive perception of the child of the educational process is important for the formation of personality, the presence of desire to learn, which is not least due to the comfort of relations with classmates of the same and other sex, friends, teachers. An indicator of the value of the educational environment is the perception of the child as “safe”, “ignorant”, “friendly”, “his” or “her”. It is important to believe in a child, express love for him or her, respect him or her, protect him or her from evil, respect his or her freedom. This will be the pledge and condition for formation of strong “I” of a child, his or her love for the world and people [7].

Some lectures and practical classes of the content module “Pedagogical Psychology” are devoted to the analysis of pedagogical activity and personality of the teacher. Within these topics, we consider it appropriate to expose students to destructive behaviour and specific actions that discriminate educators against the education of a particular gender. We illustrate them with the “glass ceiling” phenomena, which means vertical gender segregation in the form of invisible and formally undefined barriers that limit women’s career advancement in the educational field; “sticky floor”, which refers to the longer detention of women in starting positions in the service hierarchy in the initial stages of their careers and their slow progression to the next steps of the career ladder; “glass walls”, which mean horizontal gender segregation in the form of concentration of women in the educational sector as less profitable, which does not provide sufficient access to financial and economic resources, authority structures, vertical career growth [16, p. 82–83].

While studying pedagogical psychology, it is important to pay attention not only to the manifestations of open discrimination at school, but also to the existence of a “hidden curriculum”, which means the organization of the educational institution itself, gender relations between colleagues at work, gender stratification of the teaching profession, teaching content and style. These dimensions of the invisible curriculum not only reflect gender stereotypes, but also support gender inequality [12, p. 74]. The element of the “hidden curriculum” is the content of the subjects that children learn in primary grades, the content of the textbooks themselves, methodical developments, handouts and visual materials.

While working out the content module “Fundamentals of Psychodiagnostics” we consider it expedient to acquaint future educators with the methodology of conducting gender examination of educational content, including illustrative and text material of textbooks for various primary school subjects, in the course of some practical lessons [5; 12, p. 76–77].

The approbation of the methodology of conducting gender examination of the lesson, which includes the identification of non-verbal, verbal and behavioral indicators of gender bias on the part of teachers in relation to younger students of a particular gender, evoked a great interest among students. With the help of O. Vyniarchuk's blanks of observation, developed under our guidance, students learn to capture and analyze the statements, actions, facial expressions, vocal facial expressions, gestures, postures of teachers regarding assessment situations, punishments/encouragement of young girls and boys in primary school age. Indicators are 10 diagnostic features: linguistic androcentrism and sexism, the use of feminines and masculisms, the requirement of gender-responsive behavior, the creation of conditions for intercourse, gender segregation and polarization, the number of girls/boys summoned to the board or called to reply at a place [4; 5; 17].

In addition to the main ones, additional indicators of gender bias in student attitudes were selected: expressing positive/negative emotions in a non-verbal form (using facial expressions, gestures, poses, visual contact, pantomime, etc.), expressions in a verbal form of negative/positive emotions, expression in the behavior of positive-negative attitude (the answer at the board or at the place, the answer at the place without the raised hand, the reaction to the raised hand, involvement in the preparation of methodological materials, etc.). It is important to find out: whether teachers treat students of different sex the same or in a different way; if they treat them in different ways, what is the extent to which these differences are manifested and what the consequences may be.

An important task for the future primary school teacher will be to care for the psychological well-being of children, which provides attention to the inner world of the child: to his or her feelings and experiences, hobbies and interests, abilities and knowledge, attitudes towards himself or herself, peers and adults, the surrounding world, family and social events, to life in general. The child should be surrounded by sufficient liking and emotional support. The teacher should create a child-friendly and comfortable environment on a daily basis, prevent conflicts, arouse genuine interest in what is happening, establish co-operation and friendly relationships between boys and girls in the pupil environment, and make every effort to make the school life joyful, full of life sense. It is important for students to cultivate a sensitive and protective attitude towards the child, his/her value and semantic development [7].

The function of the primary school teacher is not to impart ready knowledge to students, but to learn how to acquire and use it, forming in themselves persistence, purposefulness, desire and ability to learn independently. The joint work of the teacher and the student becomes a search for truth, life values and meanings in the context of educational dialogue, cooperation and mutual understanding. The teacher acts as a mediator between the child's capabilities and the material that enhances them [18]. The modern teacher turns from the relay into the researcher, the organizer of cooperation, the consultant, the assistant, the coach, the tutor, the facilitator. A teacher of a higher education institution should be an example of such a mentor for a student.

According to modern scholars N. Kysla, A. Ryzhkova, I. Trubavina, the “teacher as a facilitator is the organizer of the group work: he directs it to the goal; provides the means and creates a special comfortable atmosphere for the group to find a solution; manages the process of discussion, engages participants and structures the work of the group, coordinates topics and issues, necessary solutions, organizes the appropriate format of work, creates a creative, integral atmosphere for exchanging opinions and making decisions” [6, p. 71–71].

Therefore, in accordance with current educational requirements, future male and female specialists should improve and grow personally and professionally, seek alternative education and acquire the latest interactive technologies in pedagogical activity [10; 17]. In view of the above, we see teaching the disciplines of the psychological cycle and writing courseworks in psychology as an important resource for the preparation of the future primary school teacher for the formation of key, general and subject competences of students of junior school age, determination of individual development of their trajectories, abilities and end-to-end skills in accordance with age-specific peculiarities and needs, creating a non-discriminatory and gender sensitive educational environment in primary schools.

**Conclusions.** The analysis of scientific works of Ukrainian scientists on problems of gender education and upbringing, gender standards of modern education, integration of gender approach into its various parts, criteria of gender-sensitive, gender-fair, non-discriminatory educational environment provided an opportunity to substantiate theoretically the importance to form for future male and female primary school teachers gender competence and gender sensibility in the course of studying the disciplines of the psychological cycle.

The implementation of a gender-sensitive approach and the integration of gender knowledge into the content of psychological disciplines enhances the quality of psychological and pedagogical preparation of a future primary school teacher for his or her professional activity. In the development of the author’s programs of the normative training courses “Psychology: General and Age Psychology” and “Psychology: Pedagogical Psychology. Fundamentals of Psychodiagnostics” gender knowledge is organically integrated into the content of lectures, seminars and labs within the topics of all content modules. The advantage of the proposed approach is a strong cross-curricular link, an opportunity to comprehensively analyze gender issues over three semesters, as opposed to one semester, dedicated to gender specialization. This has created favourable psychological and pedagogical conditions for the preparation of a modern educator, free from gender bias and stereotypes, capable of self-actualization and self-organization without any restrictions on gender, capable in the future to create non-discriminatory and gender-sensible educational environment for junior schoolchildren’s comprehensive development and personality formation.

**Prospects for the use of research results.** The analysis of the ways of integrating gender knowledge into the content of the disciplines of the psychological cycle does not claim to be comprehensive and is an attempt to outline possible directions of future scientific search for psychological and pedagogical conditions of formation of gender competence and gender sensitivity of the teacher of the new

Ukrainian school. The prospects for further research are seen in the analysis of methodological framework, style of pedagogical activity and communication style of teachers of higher education institutions for the identification of elements of gender bias, gender stereotyping, exposed or hidden discriminatory behaviors towards either male or female students. Gender mainstreaming in education will be an important element in the implementation of the state policy of gender equality and non-discrimination, ensuring equal legal status and equal opportunities for its achievement by today's girls and boys of primary school age, and in the future - by women and men, equal participation in all spheres of activity of society and the state.

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**UDC 378.14**

**KAZAKOVA V.,**

<https://orcid.org/0000-0003-1499-3448>

**KRYSHCHUK B.,**

<https://orcid.org/0000-0002-9999-5356>

**SIVAK N.**

<https://orcid.org/0000-0003-2605-1781>

### **3.12. PRACTICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS IN UKRAINE**

***Abstract.** The article confirms that the practical training of future primary school teachers depends on the level of the development of vocational education and primary education systems. It has been noted that nowadays there is a need in reforming the practical training of future primary school teachers in Ukraine on the*

*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](http://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