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M. V. GOGOL-SAVRIY

CLASS TEACHER'S GENDER CULTURE

The article considers the gender approach in the professional culture of a class teacher. The nature, levels and sublevels of class teacher's gender culture development are defined. Taking into consideration the concepts of leading researchers, the essence of components of class teacher's gender culture is discovered according to the levels of its development as professional and educational activity. Proceeding from the results of the diagnostics of class teachers' gender culture at comprehensive schools, the insufficient foundation of gender approach conceptual tasks in the national education system was noted.

Keywords: gender approach, gender socialization, pedagogical reflection, professional and pedagogical culture, management culture.

М. В. ГОГОЛЬ-САВРІЙ

ГЕНДЕРНА КУЛЬТУРА КЛАСНОГО КЕРІВНИКА

Розглянуто гендерний підхід у професійній культурі класного керівника. Визначено сутність, рівні, підрівні розвитку гендерної культури педагога – класного керівника. З урахуванням концепцій провідних дослідників розкрито зміст компонентів гендерної культури класного керівника відповідно до рівнів її розвитку як професійно-педагогічної діяльності. На основі результатів проведеної діагностики рівня гендерної культури класних керівників загальноосвітніх шкіл відзначено недостатню обґрунтованість концептуальних завдань гендерного підходу у вітчизняній системі освіти.

Ключові слова: гендерний підхід, гендерна соціалізація, педагогічна рефлексія, професійно-педагогічна культура, культура управління.

М. В. ГОГОЛЬ-САВРІЙ

ГЕНДЕРНАЯ КУЛЬТУРА КЛАССНОГО РУКОВОДИТЕЛЯ

Рассмотрен гендерный подход в профессиональной культуре классного руководителя. Определена сущность, уровни, подуровни развития гендерной культуры педагога – классного руководителя. С учетом концепций ведущих исследователей раскрыто содержание компонентов гендерной культуры классного руководителя в соответствии с уровнями ее развития как профессионально-педагогической деятельности. На основе результатов проведенной диагностики уровня гендерной культуры классных руководителей общеобразовательных школ указана недостаточная обоснованность концептуальных задач гендерного подхода в отечественной системе образования.

Ключевые слова: гендерный подход, гендерная социализация, гендерная рефлексия, профессионально-педагогическая культура, культура управления.

The formation of Ukraine as a state is taking place in the conditions of rapid and profound social changes that lead to new realia and requirements for life and activity of a modern person and a specialist. Gender relations are the reflection of gender consciousness of society and an important factor in its formation is education.

The aim of introducing a gender approach into the educational sphere is to create conditions for gender socialization of schoolchildren that will conduce to nurturing relations between sexes which will be free of rigid stereotypes of masculinity and femininity in the traditional sense. This can become

the condition for upbringing of a new personality with high intentions of openness and adaptability to all the spheres of life, with unlimited possibilities of individual life choice and self-actualization.

An important agent of schoolchildren's gender socialization is school. Pupils spend most of their time and adopt the behavior models which are usually followed throughout life. The subjects of schoolchildren's gender socialization are teachers, namely class teachers. They work with children every day and they are a connecting link between upbringing efforts of parents and school. The class teacher, receiving and processing information about his/her pupils, their social environment, the level of their mental and physical development, monitors the course of the upbringing process which comprises both gender upbringing and socialization of the younger generation. However, does a modern class teacher possess knowledge, skills and abilities required for the effective introduction and implementation of gender approach into the educational sphere?

The purpose of this article lies in diagnosing the state of gender culture of a contemporary class teacher at comprehensive school.

The primary condition of the educational and upbringing process at school based on gender approach is gender competence and culture of the class teacher. It should be noted that the term «gender culture of the class teacher» in psychological and pedagogical literature is not sufficiently developed. In particular, the Russian researcher L. A. Shpylina raises the question of importance for the teacher to develop so-called «gender sensitivity» which refers to the ability to perceive, learn and model the impact of verbal, nonverbal and object influences of social sphere, the impact of methods and forms of work with children on the formation of child's gender identity and on the ability to perceive and respond to any discrimination based on the sex [10, p. 56]. However, this concept does not reveal the full complexity of pedagogical culture in the context of gender approach. In this regard, defining the nature, structural components and levels of gender culture development of the class teacher needs the reference to such pedagogical categories as «professional and pedagogical culture», «culture of management» (or «management culture») since the class teacher in the study is presented, primarily as a manager of the educational and upbringing process).

The term «professional and pedagogical culture» in national and foreign pedagogical literature is studied from different perspectives in research works by E. V. Bondarevska, I. F. Isaev, V. E. Kahan, S. V. Kulnevych, M. N. Skatkin, V. O. Slastonin etc [1; 2; 6; 7]. The analysis of the above mentioned researchers' views allows to define the professional and pedagogical culture of the class teacher as a complex, structural and multicomponent system represented by the personal qualities of the teacher, by developed pedagogical thinking, by creative individual nature of professional activity, psychological and pedagogical literacy, behavior ethics.

Considering professional and pedagogical culture of the teacher via management culture, M. O. Kononenko notes that the management culture of the teacher should be considered as the system of individual and personal characteristics of the subject, which includes the knowledge, skills and orientation values of health maintaining, functional, psychological, personal and creative, communicative nature which ensure class teacher's implementation of management on such levels as self-management, educational and upbringing process management, co-management. The author's model of management culture meets all the principles of gender approach in the educational and upbringing process, that is why the components of the gender culture structure of class-teacher identified by M. O. Kononenko are health maintaining, functional, psychological, personal and creative, communicative (management communication) that are put in the basis of our practical study [6, p. 132] (see fig. 1.).

In this aspect L. A. Shpylina defines the management culture as the leader's ability of using present social values for the rise of pupils' and parents' effectiveness in work, and also stresses on the importance and continuity of relationships between leaders and controlled subject; she also pays attention to the fact that the value of activity is connected with the freedom of self-expression and the usage of her/his own possibilities [10, p. 163].

For better understanding of the growing conditions of the professional and pedagogical culture, with consideration of the above mentioned accent, it should be noted, that any professional activity is divided into two main elements: actions of the person, who is responsible for the realization of norm and reflection of the person responsible for the correction and norm changes, when some difficulties in activity arise. It is obvious that if the growth of subject's professional activity is taking place when

moving from solving tasks to solving problems, the stress, while performing difficult professional activity moves from the level of simple action to the reflection level. The qualitative growth of abilities, that are necessary for the realization of reflection, for solving tasks and problems in activity, and accordingly the growth of professionalism in general, is taking place while emphasizing the criteria level of reflection activity. Pedagogical reflection, as a mechanism of existence of the class teacher's pedagogical culture, plays important role while assessing pedagogue's professionalism in the sphere of the gender approach usage in the management of the educational and upbringing process and comes like the condition of his/her readiness for solving pedagogical problems and tasks. That is why on the basis of the development characteristic of class teacher's gender culture should be distinguished some levels of its development considering the ideas by I. Vais, I. Maizler, M. Shcherbynin about the problem of the development of manager's reflective culture. In this context the character of teacher's gender culture is defined as reflexive, thus class teacher's gender culture is represented by three levels, which are more complicated one after another. These levels are precultural, normative and problem-conceptual [5]. According to the universal approach by I. Ya. Lerner [4] and M. N. Skatkin [6], each level of teacher's gender culture is represented in three frames: informational (knowledge), operational (skills) and axiological (values).

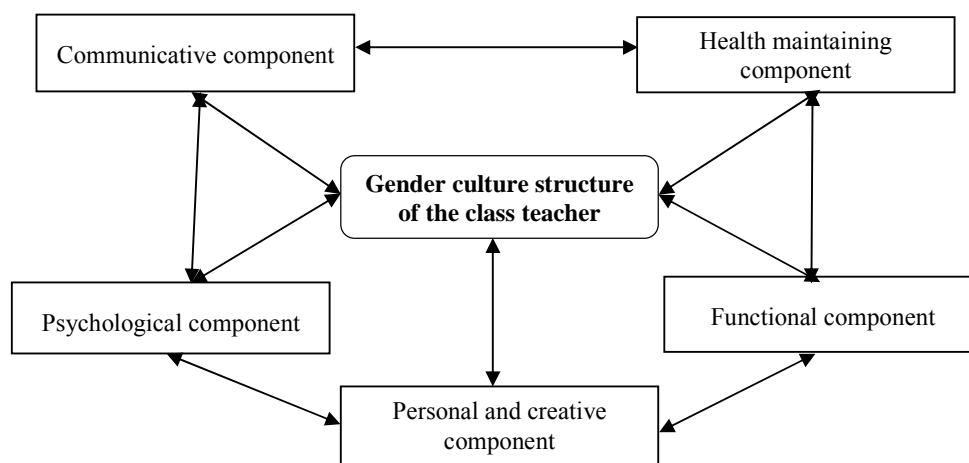


Fig. 1. Component composition of the class-teacher's gender culture.

With the purpose of diagnosing the level of class teacher's gender culture was chosen, and with consideration of the peculiarity of our investigation, the work of the Russian researcher Zh. O. Starovoitova *The Methodology of Diagnostics of Teacher's Gender Culture*: elaborated [8, p. 195].

The diagnostics of the class teacher's gender culture was held in Buchach district, Ternopil region and included 19 comprehensive schools of the I–III degrees and 21 comprehensive schools of the I–II degrees. 405 class teachers took part in polling, among them 360 women and 45 men. This methodology foresaw the determination of the levels of class teachers' gender culture, the correlation of class teachers' age categories and levels of their gender culture and also the analysis of sublevels' condition of class teachers' gender culture.

The results of the investigation showed that 226 respondents were diagnosed with the precultural level of gender culture, 170 – with the normative and 9 class teachers were diagnosed with the problem-conceptual. Such results show that class teachers aren't well-informed in the sphere of gender pedagogy. The lack of gender knowledge and even its absolute absence was shown by the very first answers of class teachers, who don't have the slightest idea of what is «gender», «androgyn» or have difficulties defining the notions of «gender socialization» and «sexual socialization». One brighter example of low level of knowledge, abilities and skills of class teachers' gender education is their answer to the last question of the questionnaire, the next pedagogical situation comes from it: «A teacher is on the bus together with children. After she set all children she remained standing because of the lack of seats. When one boy offers her his seat she answers «No, I'll stand, thank you». Was the teacher right? What was she supposed to do?». Most of the respondents provided original but incorrect analysis of this particular upbringing situation. For example: «the teacher behaved correctly because,

according to the safety standard, each pupil should sit», «the teacher should have accepted the offer, but also she should have suggested other pupils to provide a seat for her by turns», «teacher's actions depend on the child's age», «teacher made the right choice because she is responsible for life and health of those pupils who are in the bus», «the teacher behaved in the correct way because she followed the principles of gender policy», «the teacher was right because she followed the safety standard of transporting pupils» etc.

While analyzing this particular educational situation the majority of respondents didn't mention that it wasn't necessary for the teacher to sit on pupil's seat, first of all she should have noted boy's noble actions and in this way induce all schoolboys manifest their masculine qualities. 60% of respondents didn't analyze this pedagogical situation and didn't express their own vision of this problem. It is quite possible, that these class teachers neglect bases of gender education in their professional activity, and as a result it has bad influence on the socio-sexual socialization of their pupils.

One more problem that can be clearly traced in the investigation's results is low per cent of male class teachers in the pedagogical staff that causes the formation and support of gender myths about men's rudeness and women's logic. The existence of stereotypes leads to gender disbalance in pedagogical community. V. Kravets notes that in modern feminized schools female teachers put pressure on schoolboys with their authority, making them feel their inferiority. This pressure leads to the situation when boys have to build their own gender identity that is mainly based on some negative grounds such as to be unlike girls, not to take part in «women» activities [3, p. 327]. The cultivation of femininity discriminates boys' interests, makes them uninterested in the educational process and, at the same time, prevents the formation of girls' self-concept and makes their behavior stereotyped.

Following some traditional stereotypes about female and male roles, class teachers, who also suffer from gender inequality consciously or unconsciously pass their views to children, and at the same time they strengthen the action of other agents of gender socialization.

The class teacher, who organizes educational and upbringing process in the context of gender approach, should be aware not only of the system of gender knowledge, in broad meaning, should not only possess some abilities and skills which help in the realization of the management technologies in educational and upbringing process in the context of gender approach, but should also know his/her own development level of gender characteristics and be able to correct them in professional pedagogical activity. They should also develop their own personality in the direction of androgyny and be able to control androgyny on the professional level. That is why the gender culture of the class teacher is foremost and the most important precondition of the organization of educational and upbringing process on the basis of gender approach.

The analysis of the state of sublevels of class teachers' gender competence showed inconsolable results. On all the five sublevels, in particular on functional health maintaining, psychological, personal and creative and management communicative, almost the same results were shown. 58% of respondents showed low index of gender culture on all the sublevels (this is the evidence of the class teachers not having the knowledge about the methods of psycho-pedagogical diagnostics of levels of gender characteristics' development and personal as well as pupils' androgyny; of the absence of the ideas about the essence of gender equality principle in the educational and upbringing area; of the absence of ideas about value and importance of the raise of scientific competence level in the sphere of psycho-pedagogical aspects of gender researches); 39% of respondents have the medium level which is characterized by spontaneous and intuitional way of choosing the methodology of psycho-pedagogical diagnostics of gender characteristics' level of personal as well as pupils' androgyny; gradual understanding of advanced information search value in the sphere of psycho-pedagogical diagnostics of the pupils' gender socialization peculiarities during the educational and upbringing process organization on the basis of gender approach and its realization in pedagogical practice. Among the interrogated only 3% have the high level of knowledge, abilities and skills in the sphere of gender upbringing, values priority of gender-role upbringing, understanding of the value of learning development level of personal androgyny qualities, their development according to professional and personal teacher's qualities requirements in the gender approach; development of new methods, manners, forms and means of pedagogical communication during the educational and upbringing process depending on the level of androgenic pupil's qualities, taking into consideration the level of the scientific knowledge development in the sphere of gender investigations and own scientific and

research activity experience in the organization of educational and upbringing process on the basis of gender approach; realization of personal scientific and research activity in the educational and upbringing process on the basis of gender approach; the exchange of personal scientific and research experience with colleagues.

The analysis of class teachers' age and the levels of their gender culture correlation had an unexpected result. Respondents were divided into 3 main categories according their age: these are class teachers of 22–35 years old (31%); the second group consists of class teachers of 35–45 years old (35%) and the third category includes class teachers of 46 and older (34%). Though the first category of class teachers has its professional development at the time of gender research activation and its implementation in the educational process, their level of gender culture is almost the same as the level of gender culture of their colleagues who studied during Soviet and first post-Soviet years (see diagram 1).

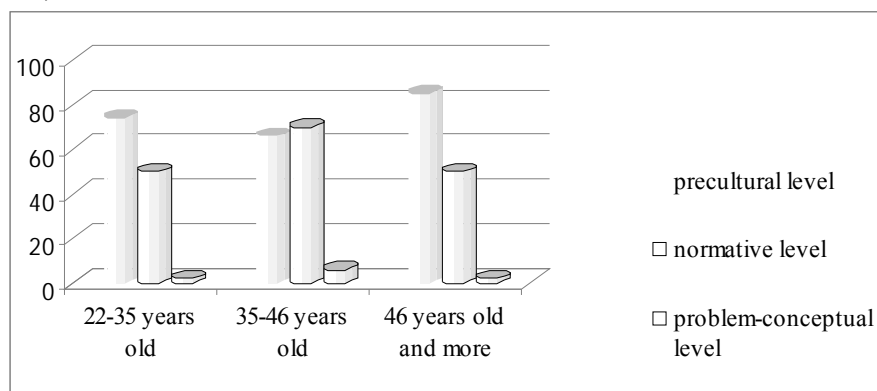


Diagram 1. Correlation between the class teachers' age and the levels of their gender culture (comprehensive at the schools of Buchach district, Ternopil region).

In spite of launched innovative transformations concerning democratization and humanization of national system of education, the question of gender component integration into this sphere is theoretically and methodologically incompleted. It is connected with the lack of validity of the conceptual gender approach tasks as the new paradigm in the system of education and with excessive inertia of the previous educational ideas. The majority of Ukrainian universities don't pay much attention to gender education of future class teachers due to the absence of theoretical and practical basis. The problem also is in the fact that even though a pedagogical university has an Institute of Gender Education and Upbringing, its functioning is not equally divided between different faculties. According to the investigation the respondents who are the alumni of one university but of different faculties have different levels of knowledge, abilities and skills concerning gender education. For instance, Physical Education, Labor Training, Mathematics, Physics and Computer Science class teachers have less gender knowledge than English, Ukrainian, Foreign Literature and History class teachers.

According to the results of the investigation we can assume that the same critical situation is in the whole system of secondary education of Ukraine. With the implementation of gender approach in the system of education of Ukraine the class teacher faces new requirements. To choose new innovational pedagogical paradigm is not enough if there is not its theoretical foundation and practical usage.

To our mind, the process of preparing future class teachers to gender education and upbringing of pupils and also the help to experienced class teachers implement principles of gender education will be effective in the following pedagogical circumstances:

- the inclusion of gender components in professional disciplines;
- the development and implementation of courses on gender issues;
- the involvement of future teachers to participate in the activities of gender education centers;
- the inclusion of gender component in pedagogical practice of students;
- practicing gender courses in postgraduate education;
- organizing and conducting seminars and courses on gender education for class teachers.

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O. B. KIZ'

GENDER IDENTITY OF THE DEPRIVED YOUTH AS AN INTEGRATIVE PSYCHOLOGICAL PHENOMENON

The article studies the problem of the gender identity of boys and girls with different parent-child relationships experience. It was found out by experiments that deprived social conditions reflect gender orientations, ego-image, manifestations of gender behavior, lifestyle, and personal qualities of youth. The formation of gender identity in terms of deprivation is characterized by inadequate absorption of samples of gender stereotypes that leads to sex undifferentiated type of behavior, hyper masculinity girls, diffuse gender splitting ego image.

Keywords: *deprived, psychologicalreadinesstobe married, ego-image, self-consciousness, valueorientations, genderroles, socialization.*

O. B. KIZЬ

ГЕНДЕРНА ІДЕНТИЧНІСТЬ ДЕПРИВОВАНОГО ЮНАЦТВА ЯК ІНТЕГРАТИВНИЙ ПСИХОЛОГІЧНИЙ ФЕНОМЕН

Розкрито особливості гендерної ідентичності юнаків та дівчат з різним досвідом батьківсько-дитячих взаємин. Експериментально встановлено, що деприваційні умови соціалізації знаходять свій відбиток у гендерних орієнтаціях, образі Я, проявах гендерної поведінки, способі життя, особистісних якостях юнацтва. Становлення гендерної ідентичності в умовах депривації характеризується неадекватністю засвоєння зразків гендерних стереотипів, що призводить до статевонедиференційованого типу поведінки, гіпермаскуліності дівчат, дифузного розщеплення гендерного образу Я.

Ключові слова: *гендерна ідентичність, депривація, депривоване юнацтво, соціалізація, гендерні орієнтації, гендерний образ чоловіка/жінки, гендерна поведінка.*