

GENDER MAINSTREAMING IN EDUCATION AND UPBRINGING: THE PROBLEM OF TERM FORMATION

Resume. The article grounds the necessity of forming clear terminology base in gender pedagogics, in particular it analyzes the terms “approach”, “gender approach”, “gender approach to education and upbringing”, “gender approach in education and upbringing”; specifics of their semantic definitions and usage.

Keywords: gender mainstreaming in education, “gender approach”, “gender approach to education and upbringing”, “gender approach in education and upbringing”

Formulation of the problem. Today in Ukraine the process of gender mainstreaming in education is being actualized and considered to deal successfully with cultural and educational problems. It gives an opportunity to orientate the educational process towards the egalitarian relationships and interchangeable family roles, towards the perfect self-realization of personality's potentials in any life sphere. Elaboration of the gender mainstreaming (training approaches) in education and upbringing is a new advance in development of human nature study, pedagogical anthropology. Modernization of school education and upbringing, conversion to the person's oriented model of the educational process direct the teachers toward the tracking every person's educational needs, either the schoolboy's or schoolgirl's, not only age and individual features, but also gender characteristics of a particular personality.

However, at present there are a number of difficulties in working out of gender mainstreaming in education which are caused by several factors:

- the lack of the gender subject matter in the state educational standards;
- the insufficient readiness of conceptual and categorical apparatus in gender pedagogics;
- the controversy between the experimental data and psychic differences between the agents of both sexes, an extent of their display.

We substantiate gender mainstreaming as a special social mechanism of recognition of a schoolboy/schoolgirl in accordance with the existent gender differentiation in the state and society. It functions by means of the educational system, the appropriate pedagogical argumentation, likewise the certain technology of reception and further reproduction of this distribution through the educational system. We believe that it is necessary to form the theoretical and methodical basic foundations; to develop the terminology, notional and process aspects of gender mainstreaming in education.

Analysis of recent studies and publications. As the analysis of scientific works devoted to the issue of sex in pedagogics shows, the medical aspects of socio-sexual education have been studied by P. Blonsky, D. Isaev, V. Kagan, D. Kolesov, V. Kravets, A. Xrypko; the analysis of co-education and single-sex schools have been made by V. Eremeyeva, A. Mudryk, I. Kon, O. Petrenko and others; the consideration of gender differences in education have been researched by G. Breslav, B. Hasan, I. Kon, V. Suchomlysky and others. [6; 9; 5; 10; 7; 12].

The notional and process aspects of gender mainstreaming in education at different age stages have been represented in researches made by S. Vyhov, T. Repina, L. Stolyarchuk, S. Harchenko, O. Shvedova, L. Shtylyova and others [3; 12; 16; 17].

However, the mentioned above scientific works rarely concern the gender mainstreaming in education, as well as the problem of terms. Therefore, the object of our article is the problem of terminology concerning the gender mainstreaming in education and upbringing.

Although we seek the terminological definiteness, we do not claim to have the exhaustive clearance and overall definition of the determined terms, because the process of the vocabulary evolution, specification and enrichment is permanent. Our attempt to form the terminology in the following article is open to discussion.

The main material. The problem of term formation is typical for any sphere of the human knowledge. Gender pedagogics is relatively a new field of pedagogics which is developing powerfully. The number of researches connected with this sphere is quite big. And it is common that the terminology of this new sphere has not determined yet. Therefore, different interpretations, indistinctness and sometimes lack of necessary terms cause serious difficulties both theoretical and practical. So there are no doubts about the necessity of forming the accurate and precise terminological basis. And it is a priority task of gender pedagogics.

Since our research deals with the analysis of the issue of term formation, we are going to dwell on the definitions of the terms “approach” and “gender mainstreaming”.

The term of “approach” means a general initial conceptual position which is decisive in consideration and determination of other subordinate points [11]. “Approach” in pedagogics means only certain methodological guidelines and cues in realization of defined ideology (or scientific paradigm) through all the components of the pedagogical system of a teaching and educational institution. Thereby, using a new approach we do not change the types of educational activity, its forms and methods but first of all its aims and content from the standpoint of gender (in our case).

Gender mainstreaming is generally used by philosophers, sociologists, historians, anthropologists. Owing to application of gender mainstreaming in social and humanitarian sciences, “the most topical issues of the social stratum – power (authority), violence, self-consciousness and individual liberty – become the problems of person’s sexual identification and the appropriate social roles under existing conditions of the post-industrial society. The main philosophical issues -

the problem of human nature, sense and mission, space and time of human being - have assumed a gender dimension. Acknowledgement of this point is covered by gender studies around the world” (O. Shaburova, 1998) [15, p.180].

Pedagogics is developing more slowly than other social and humanitarian sciences in mastering and processing of the gender theory; in forming its own professional language which could give an opportunity not only to deconstruct the old approaches in upbringing of girls and boys, but to describe the new order. Therefore, at present it is topical to regulate and arrange the relevant terminology; to develop the theory and methodology of the gender approach and gender analysis; to make it accessible to the academic pedagogical community

Like all new matters, this sphere needs the advanced attention, careful studying, and the used terms are very important in this process. In the meantime of this approach establishing and publishing a number of scientific articles, the necessity of accurate fixation of the key concepts appears. And it forms the basis of the gender discourse. Because of the orientation of these researches on the cultural context the terminology will certainly borrow the concepts and notions from philosophy, philology and other sciences. As the Russian researcher O. Trofimova notices “gender studies ... by virtue of the way a problem is stated, cover the minor framework [a particular discipline, for example, - our insertion – O. P.] of philology. That is the reason why we cannot imagine them without the interdisciplinary approaches. We have to focus our attention on history, sociology, philosophy, psychology, economics, pedagogics, linguistics and many others” [14].

We want to notice that our research of the issue proves that many concepts in pedagogics intersect; the definitive features are sometimes too generalized. The Russian and Ukrainian studies (L. Biletska, O. Kamenska, O. Konstantinova, O. Kikinezhdzi, V. Kravets, I. Muntyan, O. Petrenko, L. Shtylyova) have the synonymic use of the terms “gender approach to education and upbringing” and “gender approach in education and upbringing” [6; 8; 9; 12; 16].

For example, the famous Russian scientist A. Mudryk, analyzing the specificities of the gender approach in social upbringing, means either “gender approach to education” or “gender approach in education”. According to A. Mudryk, “gender approach *in* education expects to create such forming conditions for girls and boys in educational institutions”, which encourage the total gender identification and personal socialization. Meanwhile, gender approach *in* education, knowledge about the gender specificities are necessary to consider “in everyday life and activity of educational institution, in their interaction, in the content and method determination, in creation of conditions for children’s mastering the norms and models of gender behavior which are adequate to their age, psychosexual development and social expectations. All these points help the gender identification and self-realization. [10, p.177-178] (italics added – O. P.).

We seek definiteness and accuracy in the term system of the gender approach, so we are going to analyze in details the definitions of the suggested word combinations, proceeding from the semantic definitions of the prepositions *to* and *in*.

In conformance with the Ukrainian linguists (I. Vyhovanets, K. Gorodenska, Z. Ivanchenko) and Russian linguist (L. Shyshkina), almost all simple prepositions (which include *to* and *in*) are means to express different conceptual connotations of the dimensional definition. Moreover, “closeness – distance” is the main feature of prepositions [1; 2]. The remote location or movement may exist with or without orientation on the particular side of an object. The contact location or movement is carried out in the interior or central part of the object, on its surface or among other objects. All these relations between the objects are generalized, typified in our mind and are expressed with the help of certain lexical and syntactical language means [2].

The contact preposition *in* means the contact location towards the object and points the place inside something with the form of prepositional case [1, p.209]. The contact preposition *in* expresses the location of the gender analysis within

education and upbringing. In our research the gender approach in education and upbringing means the gender analysis of their interior component.

However, the distant preposition *to* with its dynamic case defines the movement towards an object (towards education and upbringing in our case), expressing the dynamic spatial relations [1, p.109]. Particularly, “gender approach” is defined in “Encyclopedia of Education” as a direction of movement *towards*, as a focus of the social-pedagogical influence on representatives of both genders in conditions of different social institutions [4, p.129].

Describing the essence of the gender approach, the contemporary scientists believe that it is a feature of culture ... acknowledgement of the fact that current events in the society affect the male and female population, evoking different responses [13, p.71].

L. Shtyleva (2004) suggests consideration a gender approach as an objective gender feature of political culture which is natural for active democracy and consideration of interests of both genders. And therefore, it is essential to introduce special measures for achievement the gender equality. The gender approach reveals a mechanism of imperative relationships between two sexes [16]. The gender approach does not deny natural distinctions between women and men. Moreover, it considers a gender as a product of individual socialization which constructs and reconstructs during the entire life with the interaction of different social institutions, including education and upbringing. It is directed at forming the gender equality and overcoming the patriarchal stereotypes [16]. The gender approach is supposed to create the pedagogical conditions for self-realization based on individual abilities and talents.

The gender approach to education and upbringing is one of the conceptual principles which demand to change the traditional (impersonal) vector of pedagogical activities. It does not turn the real diversity of boys/girls into the typology sameness of male/female, but recognizes the variability of female/male (as patterns of behavior, interests, choice, etc.). Moreover, it acknowledges the value of individuality [ib.]. Thus, the term “gender approach to education and

upbringing” contains the dynamic relations and shows the direction of social-pedagogical influence upon both genders at different social institutions.

In “Encyclopedia of Education” “gender approach” is defined as “measurement of social phenomena in the light of visions which reflect that the biological and physical distinctions between men and women are not as important as the cultural and social significance which is given by the society to these distinctions for achievement of gender equality” [4, p.129].

On the ground of our analysis we consider it correct to define “gender approach to education and upbringing as a significant component of the personal-oriented approach which is based on the social-sexual characteristics of a schoolboy/schoolgirl and it creates the appropriate content, methods and forms of education for developing the favourable (gender comfortable) educational environment to develop a personality in harmony with its potential. Notably, the term “*gender approach in education and upbringing*” should be used during the analysis of *the interior component*: the content of curricula and subjects, educational events, forms and methods of school education. The gender approach in education and upbringing includes the transition to the multipolar model of social construction of sex without spreading of any reproductive distinctions in all spheres of girls’ and boys’ lives.

The aim of the gender approach in education and upbringing is to break tough gender stereotypes in educational process and school environment; to expand the educational space for individual expression and development of every schoolboy/schoolgirl; to educate them in spirit of the egalitarian partnership in all spheres of life.

The gender approach in education and upbringing uncover the hidden potential abilities for development and self-realization of every child, for significant reinforcement of human potential, for relation humanization between the sexes in all aspects of interpersonal and social relationships.

The gender approach in education and upbringing does not cast any doubt on natural prerequisites which influence the personal self-sentiment and self-

determination of its gender identification. On the other hand, the gender approach gives the mechanism of gender socialization and gender typing through education and upbringing. The society gives the social meaning to the biological distinctions and reflects the relationships between women and men as relationships of dominance and inequality.

Introduction of the gender approach in education and upbringing means that:

- teachers have to revise their attitude to the factor of sex; to deny the uncontrolled use of gender stereotypes in the pedagogical interaction; to encourage children to more obvious flexibility of interests and personal features in comparison with the frames of the sexual roles;

- the reference point for pedagogical decisions about a particular schoolboy/schoolgirl must be not the child's sex the abilities but its abilities, talents, needs and individual development;

- knowledge and critical use of the results of psychological-pedagogical studies on this issue;

- pedagogical activity must be performed with understanding and consideration of the influence of education and upbringing (content, environment and process) on formation of the gender conceptions which affect schoolboy's/schoolgirls' life plans and strategies [17. P.169-170].

Conclusions. Thereby, the brief synopsis of only one of the numerous problems of gender pedagogics described above gives an opportunity to summarize: the gender approach in education and upbringing supposes the backtracking from the conception of unconditional and absolute “inborn sexual distinctions between boys and girls in education” and an idea of “inborn sexual roles”. It makes an emphasis on the institution context of the environment and context of interaction between the subjects of gender relationships. We clear up the term “gender approach *to* education and upbringing” expresses the dynamic-space relations and shows the direction of social-pedagogical influence on representatives of both sexes at social institutions. On the other hand, the term

“gender approach *in* education and upbringing” should be used during the analysis of the interior component: the contest of curricula and subjects.

Our analysis allows projecting the further research, in particular, developing the meaningful and technological aspects of the gender approach in education and upbringing.

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