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GENDER-SENSITIVE ORGANIZATION OF THE TEACHING AND EDUCATIONAL PROCESS IN SECONDARY SCHOOLS

Abstract. In the modern era, the development of societies is determined not only by economic indicators but also by the assurance of social justice, equality, and human rights. Consequently, the principle of gender equality has become one of the key indicators of democracy and social progress. One of the essential preconditions for sustainable national development is the maintenance of gender balance in society, ensuring that women and men participate equally and responsibly in social, political, economic, and cultural life. Education, and particularly the teaching and upbringing process, plays a decisive role in this context, as it shapes individuals' worldviews, social values, and behavioral models. Therefore, gender equality is both a matter of social justice and a strategic direction for national development. Gender relations, understood as the set of behavioral norms attributed to men and women within different societies, are closely linked to the moral and ethical education of each gender. The upbringing of both men and women in accordance with existing moral and cultural norms is one of the defining features of modern social life. The teaching and educational process in secondary schools plays a pivotal role in shaping students' personalities, systems of values, and behavioral patterns. As one of the primary social institutions influencing children's worldview, social relations, and culture of gender communication, the school environment must integrate a gender-sensitive approach into both educational content and pedagogical practice. Ensuring gender-sensitive organization within schools involves embedding gender principles in curriculum design, pedagogical methods, and classroom interactions. Gender stereotypes in education often hinder the full development of the potential of both genders. Promoting gender-neutral values and mutual respect contributes to a more inclusive and effective learning environment. Conversely, gender

inequality in teaching may negatively affect students' self-confidence, motivation, and future social role models. Hence, the preparation of pedagogical staff and their capacity to apply principles of equality in the teaching process are of crucial importance. Discrepancies in teachers' gender perspectives can negatively impact the promotion of gender values among students. Observations indicate that integrating gender training into teacher education and professional development programs plays a significant role in addressing these challenges. Implementing gender-sensitive approaches at the level of education policy requires not only a robust legal framework but also the maintenance of gender balance in school management and governance. The collaboration between school leadership, teachers, and parents is essential to achieving gender justice and social equality. The gender-sensitive organization of the teaching and educational process in secondary schools should be viewed not only as a pedagogical issue but also as an integral aspect of socio-cultural development. Effective implementation of this approach necessitates the creation of gender-sensitive learning environments, teacher awareness, the gender-balanced revision of textbooks, and the strengthening of school-family cooperation. Gender discrimination, embedded in long-standing social norms, practices, and behaviors, remains a significant challenge in many societies. Despite international human rights frameworks guaranteeing equality regardless of gender, race, language, or religion, disparities persist in access to land, property, education, and employment. Therefore, fostering gender equality among students must be both a local and global priority. Gender inequality hinders not only national progress but also the overall human potential of societies, deepening social divisions and slowing down inclusive development. Empirical data from surveys conducted with school directors, teachers, and students indicate that gender-sensitive approaches positively influence the quality of education. The study involved 7 school principals, 120 teachers, and 350 students. The findings suggest that integrating gender awareness into teaching enhances both social-psychological and academic development among students. Ultimately, improving the gender-sensitive teaching and educational system is a prerequisite for building an inclusive society grounded in human rights. Such an approach ensures equal educational opportunities and enhances overall teaching quality. A gender-sensitive perspective in education guarantees that both girls and boys learn in an environment free from stereotypes and discrimination.

Keywords: Gender-sensitive education; gender-responsive pedagogy; equality in education; gender stereotypes; inclusive education; gender differences.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. In the modern world, the level of a country's development is measured not only by economic growth but also by the degree to which social justice, human rights, and gender equality are ensured. The issue of gender equality forms the cornerstone of democratic governance, sustainable development, and an inclusive society. Equal participation of women and men in socio-political, economic, and cultural life strengthens social stability and enables the effective utilization of human potential. "The main principles of the state gender policy are ensuring equal rights and free opportunities for women and men, preventing gender-based discrimination, implementing measures aimed at achieving gender equality in society, and establishing legal mechanisms in accordance with international norms" [1]. The school environment plays a significant role in shaping individuals' worldviews, values, social relationships, and patterns of behavior, as well as influencing learners' social identity, moral values, and self-expression. Therefore, organizing the educational process from a gender-sensitive perspective constitutes an essential component of achieving social equality between genders.

"Gender-sensitive education ensures that both girls and boys can participate equally in learning, reach their full potential, and study in environments free from discrimination, and stereotypes" [19].

Assessing the values of gender equality accurately from pedagogical, psychological, and ethical perspectives constitutes a fundamental component of gender-sensitive pedagogy. "Gender-sensitive pedagogy refers to the set of teaching practices through which teachers plan lessons, select learning materials, and interact with students in ways that challenge gender stereotypes and promote equity in the classroom" [4].

The teaching process plays a crucial role in the moral education of the younger generation. It not only contributes to students' intellectual growth but also fosters their moral and personal development, while enhancing their social communication and collaboration skills. Achieving gender equality within the education system is one of the most effective means of promoting social equality, as it enables individuals to participate in all spheres of public life regardless of their gender. Today, the issue of gender inequality in education remains particularly relevant across the world. A society that ensures gender equality in education lays the foundation for sustainable development. "The most common

forms of gender inequality observed in educational institutions are the development of different expectations based on students' gender, the display of unequal attitudes by teachers toward boys and girls, and the reinforcement of gender stereotypes during the teaching process.”

“The most common forms of gender inequality observed in educational institutions are related to the emergence of different expectations based on students' gender, the demonstration of unequal attitudes by teachers toward boys and girls, and the reinforcement of gender stereotypes throughout the learning process” [11].

Gender imbalance negatively affects both the quality of teaching and the social development of students.

The organization of a gender-oriented teaching and educational process in schools includes the following key directions: 1. Balancing the content of instruction from a gender perspective. 2. Developing teachers' gender-sensitive pedagogical competence. 3. Maintaining gender balance in school governance and management. 4. Strengthening collaboration between the school and the family.

“A teacher is not merely a transmitter of knowledge but also a key figure who influences the formation of social relationships within the classroom. Their attitudes toward students, behavioral models, and evaluation criteria play a decisive role in ensuring gender justice” [16].

The use of gender-neutral language by teachers during classroom interaction can help reduce social tensions between boys and girls. Research indicates that the failure to integrate gender equality principles into teacher training may adversely affect the equitable development of students' individual potential.

Research indicates that incorporating gender equality principles into teacher education positively contributes to the equitable development of students' individual potential.

A gender-sensitive approach aims not only to establish balance between the sexes but also to create conditions that ensure the equitable development of every student's individual potential. International frameworks have defined key principles for achieving gender equality in education. Each student's individual characteristics, including gender identity, should be recognized and valued within the educational environment. Students develop more effectively when they feel comfortable, respected, and supported in their learning settings. Such an atmosphere also helps to prevent discrimination and violence.

Therefore, organizing the teaching and upbringing process in general education schools from a gender-oriented perspective holds strategic importance from pedagogical, social, and ethical standpoints. Creating a gender-sensitive

environment fosters equal development for both girls and boys and enables society as a whole to utilize its human potential more effectively.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. Scientific studies indicate that organizing the learning process through a gender-sensitive approach enhances both equity and quality indicators in education. According to UNESCO (2020) [19] and OECD (2023) [13] reports, gender-sensitive pedagogy plays a crucial role in teaching practices, curriculum design, and assessment procedures.

Azerbaijani researchers such as L. Taghiyeva [14], [15] (2021), G. Nezirova [13], [14] (2019), and L. Nehmetova [10] (2018) emphasize that gender imbalance in local schools negatively affects the quality of teaching and learning outcomes. Their studies reveal that persistent gender stereotypes, unequal teacher expectations, and gendered interaction patterns contribute to a less inclusive and less effective learning environment.

Overall, the research demonstrates that adopting a gender-oriented approach fosters an inclusive and socially just educational environment. Gender sensitivity refers to understanding and acknowledging the social and cultural factors underlying gender-based discrimination, and integrating this awareness into all aspects of educational practice and policy.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The **purpose** of this study is to The Role of the Teacher in Gender-Sensitive Cognitive Learning. The Role of the Teacher in Gender-Sensitive Cognitive Learning the creative organization of lessons and the establishment of conditions that encourage students to think critically, comprehend scientific knowledge deeply, and develop moral values play a crucial role.

The integration of moral and psychological dimensions of gender equality values into the education of secondary school students can effectively be achieved through the teaching process. As A. Makarenko stated: "Educating children is one of the most important areas of our life. Our children are the future citizens of our country and the world. They will become future fathers and mothers who will educate their own children. Therefore, our children must grow up to be exemplary citizens, good fathers, and good mothers" [6].

The **objectives** of the research are as follows:

- to analyze the pedagogical essence of gender-oriented teaching and upbringing from a theoretical perspective;
- to review international and local literature on the application of gender approaches in the teaching-learning process;

- to determine the current level of gender equality in educational and upbringing practices in general secondary schools;
- to investigate the attitudes of both teachers and students toward gender stereotypes in the learning process;
- to identify methods for balancing educational materials, textbooks, assessment, and communication forms from a gender perspective;
- to develop practical recommendations for creating a gender-oriented teaching and educational environment in secondary schools.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

Like every scientific discipline, gender studies has its own laws and principles that can contribute to enhancing the effectiveness of the teaching process. The inclusion of gender as an integral component within the system of pedagogical sciences a system that is “expanding into an increasingly comprehensive network” can significantly contribute to improving the efficiency of teaching and educational processes [7].

Groups can be categorized as follows:

1. According to the principle of gender balance among group members In male-dominated settings, women often feel uncomfortable when speaking, particularly on technical or abstract topics. Conversely, men tend to feel more anxious when speaking in smaller groups or when discussing personal matters [17]. Numerous scientific sources in the fields of psychology, pedagogy, and sociology confirm that the creation of gender-based microgroups follows certain regularities. A teacher conducting lessons with students should pay particular attention to the formation of such groups. Moreover, as scholars emphasize, “Group dynamics often depend on the gender composition. When one gender dominates numerically, members of the minority gender may feel isolated or threatened, which can reduce participation and confidence” [17].

During pedagogical practice, taking this regularity into account and maintaining gender balance within groups in interactive learning is important both pedagogically and from a gender perspective. “Group cohesion and effectiveness are higher when diversity – including gender diversity – is acknowledged and balanced. Perceived inequality in representation can trigger tension and reduce cooperation” [18].

2. The law of gender identity formation refers to an individual's understanding of themselves as male, female, or beyond these categories, as well as the internalization of behaviors, values, and social roles consistent with that understanding. Psychologists such as L. Kohlberg, S. Bem, and A. Bandura explain

the development of gender identity as a gradual and stage-based process:

At 2–3 years of age, the child becomes aware of their biological sex (“I am a boy” or “I am a girl”). At 4–6 years, gender constancy develops the child realizes that this identity does not change over time. After the age of 6, children begin to internalize gender roles (behavior, clothing, play style, etc.) as social norms. During early adolescence, they start balancing societal expectations of gender with their individual traits. By adulthood, gender identity becomes stable and an integral part of the person’s personality structure.

3. According to the law of gender balance among students, maintaining gender parity in the pedagogical workforce of general education institutions enhances the effectiveness of the educational process. The consistent application of this principle helps both boys and girls to develop gender self-awareness, to acquire positive gender experiences, to broaden their understanding of gender behavior models, and to build interpersonal relationships based on mutual respect and dignity [2].

4. The gender-oriented organization of the teaching and upbringing process include the principles of conformity with nature, conformity with culture, individual approach, value-oriented direction, self-actualization, choice, creativity and success, confidence and support, egalitarianism, gender identity formation, gender balance, and consideration of the social environment. In general, the principle of gender-sensitive education reflects the individual-psychological characteristics, interests, and social experiences of both genders.

“Educational systems that ignore gender schemas risk reproducing inequality; those that address them foster autonomy and balanced identity” [3].

Similarly, in their book *Teaching Gender Equality in Schools*, propose practical pedagogical strategies for promoting gender equality in schools and emphasize that a gender-sensitive environment enhances not only social justice but also teaching quality and student motivation [5].

The role of gender factors in shaping teachers’ professional competencies is analyzed in the work *Gender-Oriented Approach to the Professional Development of Teachers* The study shows that insufficient knowledge and skills among teachers regarding gender equality in the learning process often lead to inequality in classroom practices. [16].

The impact of teacher behavior on students’ gender identity is examined in the research *The Influence of Teachers on the Formation of Gender Roles among Adolescents in the School Environment* [10].

The findings indicate that teachers sometimes unconsciously demonstrate different attitudes toward male and female students, which reinforces traditional social gender roles. Additionally, the methodological guide *Gender Approach in*

Education prepared by the Ministry of Education of the Republic of Azerbaijan [8] provides practical recommendations for establishing a gender-sensitive environment in schools. The document outlines concrete directions for the selection of educational materials, classroom organization, student interactions, and maintaining gender balance in school management.

An overall analysis of the literature shows that both international and local studies cover three main directions.

1. The teacher factor – teachers' gender-oriented pedagogical competencies are the main condition for ensuring gender balance in schools
2. The content of education – maintaining gender equality in textbooks and teaching materials has a direct impact on students' social values
3. Educational policy and management – it is emphasized that without integrating the gender approach at the state level, changes at the school level will remain limited.

Thus, the theoretical analysis of scientific sources demonstrates that for the effectiveness of gender-oriented teaching and upbringing, systematic changes must be implemented both in the legal-normative framework and in the pedagogical environment. In this regard, it is necessary to update teacher preparation, textbook policy, and school management models to ensure gender equality in education.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

Methodology

In this research, quantitative analysis was carried out using surveys and tests to study the knowledge and attitudes of secondary school students about gender equality.

The main tasks of the study are as follows:

1. To analyze the initial knowledge of secondary school students about rights and equality;
2. To integrate the equality principles defined in the Constitution and national legislation into the teaching process;
3. To measure the impact of effective pedagogical methods on the formation of gender equality values among students.

Experiment and Pre-test

To test the effectiveness of the methodology developed in this study and to examine students' existing knowledge and attitudes about equality and gender principles, a questionnaire survey was conducted. The pedagogical experiment was carried out among 10th–11th grade students in both urban and rural schools.

In total, 350 students participated in the experiment. At the beginning, the same survey was given to both experimental and control classes. The purpose of this was to later compare and evaluate the effectiveness of the activities carried out in the experimental classes.

The quantitative data from the pre-tests were statistically analyzed. This ensured that the results on the formation of gender equality values among students were both reliable and practically useful. The initial survey results were summarized and presented in Table 1.

Table 1

“In your opinion, what is gender equality?”
(The answers were divided into three categories: I – “Knows”,
II – “Partially knows”, III – “Does not know”)

School	Students	I – Knows	II – Partially knows	III – Does not know
Fuzuli region, Garabag village secondary school	23	4	9	10
Mil village secondary school named after Ilham Guliyev	42	7	17	18
Baku city, school №328	56	8	24	24
Baku city, school №116	54	9	22	23
<i>Control group total</i>	175	28	72	75
Fuzuli region, Mahmudlu-2 village secondary school named after Q. Ibisov	38	6	15	17
Khankendi city, secondary school № 4 named after Nizami Ganjavi	85	12	34	39
Baku city, school № 165	52	8	21	23
<i>Experimental group total</i>	175	26	70	79

The results of the initial survey among control and experimental groups showed that in both groups only about 15–16 % of students fully understood the concept of gender equality. This indicated the need for further activities in the experimental groups, such as training, discussions, awareness programs, and pedagogical interventions.

The Law on Gender Equality (2006) further states that men and women have equal rights and opportunities in education, employment, management, and all areas of public life [1]. During the research, a pre-test was conducted with the question: “In the course of the lesson, what differences do teachers make between girls and boys?” The response categories included: evaluation, assignment of tasks, listening to opinions, encouragement and punishment, and participation.

Table 2

Teachers' Approaches in Class Based on Gender

Criterion	Preference for Girls (%)	Preference for Boys (%)	Equal for Both (%)
Evaluation	22.5	18.0	59.5
Assignment of tasks	28.0	23.1	48.9
Listening to opinions	20.5	11.8	67.7
Encouragement and punishment	12.0 (encouragement mainly for girls)	57.0 (punishment mainly for boys)	31.0
Participation	17.4	25.1	57.5

Analysis of the Survey Results

The survey results showed that there were some differences in teachers' attitudes toward boys and girls. About 59.5 % of students stated that teachers evaluated answers equally. However, 22.5 % believed that girls were given more preference, while 18 % thought that boys were favored.

For example, 48.9 % of students said that tasks were given equally, but in practice, written tasks were more often assigned to girls, while technical tasks were more often given to boys. Punishments were reported to be applied mainly to boys.

Regarding participation, 25.1 % of students said boys participated more, while 17.4 % noted that girls participated more.

To address this, special gender-sensitive modules were introduced in the experimental groups. The students participated in group work, debates, case studies, and role-playing activities. Through surveys and observations, we identified existing stereotypes among students, and later measured the effects of these pedagogical interventions.

Analysis of Post-test Results

According to the post-test results of the experimental group, the percentage of students who understood the concept of gender equality increased. At the same time, the percentage of students who had no knowledge about gender equality decreased by more than half. These results prove that pedagogical interventions using gender-sensitive interactive teaching methods can have a significant impact on students' knowledge and attitudes.

The application of gender-sensitive modules changed the methodological foundations of teaching in the experimental group. These modules provided students not only with theoretical knowledge but also with practical opportunities to learn gender equality values. By taking part in interactive learning activities, students gained a deeper understanding of the topic and

developed important skills such as cooperation, empathy, and mutual respect.

After applying the gender-sensitive modules, another survey was conducted to measure how teachers' approaches had changed.

Table 3

Teachers' Approaches in Class Based on Gender (Post-test Results)

Criterion	Preference for Girls (%)	Preference for Boys (%)	Equal for Both (%)
Evaluation	12.5	11.0	76.5
Assignment of tasks	14.2	13.5	72.3
Listening to opinions	9.8	8.7	81.5
Encouragement and punishment	10.0	15.0	75.0
Participation	13.1	12.4	74.5

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The findings of this research show that the implementation of gender-sensitive modules in experimental groups can lead to positive changes in teachers' pedagogical approaches. Creating a gender-sensitive learning environment is a process that requires commitment, creativity, and cooperation. Instances of discrimination previously observed in the learning process have decreased, while a more balanced approach to assessment and task distribution has emerged. Students' voices have become more respected, participation opportunities have become more equitable, and teacher-student interactions now reflect a fairer and more inclusive environment. The implementation of gender-sensitive modules in experimental groups demonstrates the practical realization of the principles of freedom of expression and the right to education within the learning environment.

CONCLUSIONS / ВИСНОВКИ

In the context of general secondary education, the research findings emphasize several points. In many parts of the world, girls still face barriers to education caused by gender inequality, which limits their personal and professional development.

To effectively promote gender equality, several actions must be strengthened within society:

1. Local organizations and businesses should adopt and promote inclusive policies.

2. Women-owned enterprises should be supported to enhance their contribution to the economy.

3. Awareness-raising activities on gender equality and gender-sensitive approaches should be organized through seminars and social media.

4. Teachers must be knowledgeable about gender issues and continually educate themselves.

5. Teachers should use gender-sensitive language that avoids reinforcing stereotypes during lessons.

6. Learners should be encouraged to pursue their interests regardless of gender norms.

7. A discrimination-free learning environment must be ensured.

8. Mentorship programs should be developed to support learners of all genders.

Gender-sensitive approaches in schools create equal opportunities for both boys and girls to learn and grow. The quality of teacher–student relationships is believed to influence academic achievement and student behavior. The formation of gender behavior models aligns with the principle of egalitarianism, which ensures equal consideration of male and female perspectives, supporting students' adaptation and self-realization. Teachers with democratic and humanistic values pay attention to the individual gender characteristics of each learner.

In teaching, a gender-sensitive approach helps ensure equality, eliminate stereotypes, and meet the needs and interests of all students appropriately. Promoting gender identity among learners is both a psychological and social matter. Strengthening girls' education and reducing inequality create an environment that allows all individuals, including boys and men, to realize their full potential—contributing to more stable and resilient societies.

Creating an inclusive environment where learners feel safe to express themselves is key to promoting gender equality. It is important to listen to their opinions without judgment and to foster tolerance. This helps students understand that diversity of thought is valuable and that everyone's perspective matters. Schools and families must provide equal opportunities for boys and girls to learn and succeed without being confined to traditional gender roles. For example, if a girl wants to study science or a boy wants to dance, they should be supported and encouraged.

Schools should showcase diverse role models across different fields to demonstrate that success is not limited by gender. Activities such as role-playing or group discussions that cultivate empathy can help students understand the importance of respect and equality. Developing empathy prevents gender-based discrimination and encourages peer support.

Children should also be encouraged to explore a wide range of interests—whether in sports, arts, or sciences—without being restricted by gender expectations. If a boy wants to play with dolls or a girl wants to play football, their choices should be respected and supported. This not only helps develop various skills but also breaks down societal barriers based on gender.

Creating a learning environment in which every student feels included and valued is essential. This can be achieved through the use of inclusive language, avoiding gender-segregated activities, and promoting collaboration between boys and girls. Teachers can also include lessons focused on gender equality to help students understand its importance and how they can contribute to it.

Gender-based violence is a serious issue that can have long-term effects on children. It is essential for parents and educators to promote a zero-tolerance policy toward gender-based harassment and discrimination. Children should be encouraged to speak up against violence and be equipped with tools to manage such situations. By fostering a safe and supportive environment, we empower students to stand against gender-based violence and learn without fear of being targeted because of their gender.

Children learn by observing the behavior of adults around them. Therefore, parents, teachers, and role models must exemplify gender equality by treating everyone with respect, sharing responsibilities equally, and challenging stereotypes in everyday situations. When children see adults practicing gender equality, they are more likely to adopt such behaviors themselves. By being mindful of our words and actions, we set a positive example for the next generation and help build a society where gender equality is not an exception but a norm.

Gender equality is a continuous journey that begins with small steps—both at home and in school.

Ensuring gender balance in general secondary schools also requires greater involvement of men in the teaching profession, which should be a priority in state gender policy.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. The application of gender-sensitive pedagogical approaches during teaching has proven effective for the harmonious development and active participation of both male and female students.

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ГЕНДЕРНО-ЧУТЛИВА ОРГАНІЗАЦІЯ НАВЧАЛЬНО-ОСВІТНЬОГО ПРОЦЕСУ У СЕРЕДНІХ ШКОЛАХ

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Анотація: У сучасну епоху розвиток суспільств визначається не лише економічними показниками, а й забезпеченням соціальної справедливості, рівності та прав людини. Отже, принцип гендерної рівності став одним із ключових показників демократії та соціального прогресу. Однією з найважливіших передумов сталого національного розвитку є підтримка гендерного балансу в суспільстві, забезпечення рівної та відповідальної участі жінок і чоловіків у соціальному, політичному, економічному та культурному житті. Освіта, і зокрема процес навчання та виховання, відіграє вирішальну роль у цьому контексті, оскільки формує світогляд, соціальні цінності та моделі поведінки людей. Тому гендерна рівність є як питанням соціальної справедливості, так і стратегічним напрямом національного розвитку. Гендерні відносини, що розуміються як сукупність норм поведінки, що приписуються чоловікам і жінкам у різних суспільствах, тісно пов'язані з моральним та етичним вихованням кожної статі. Виховання як чоловіків, так і жінок відповідно до існуючих моральних та культурних норм є однією з визначальних рис сучасного суспільного життя. Освітній процес у середніх школах відіграє ключову роль у формуванні особистості учнів, систем цінностей та моделей поведінки. Як один з основних соціальних інститутів, що впливають на світогляд дітей, соціальні відносини та культуру гендерного спілкування, шкільне середовище має інтегрувати гендерно-чутливий підхід як у зміст освіти, так і в педагогічну практику. Забезпечення гендерно-чутливої організації в школах передбачає впровадження гендерних принципів у розробку навчальних програм, педагогічні методи та взаємодію в класі. Гендерні стереотипи в освіті часто перешкоджають повному розвитку потенціалу обох статей. Просування гендерно-нейтральних цінностей та взаємної поваги сприяє більш інклюзивному та ефективному освітньому середовищу. І навпаки, гендерна нерівність у викладанні

може негативно вплинути на впевненість учнів у собі, мотивацію та майбутні соціальні взірці для наслідування. Отже, підготовка педагогічних працівників та їхня здатність застосовувати принципи рівності в освітньому процесі мають вирішальне значення. Розбіжності у гендерних поглядах вчителів можуть негативно вплинути на просування гендерних цінностей серед учнів. Спостереження показують, що інтеграція гендерної підготовки в програми освіти та професійного розвитку вчителів відіграє значну роль у вирішенні цих проблем. Впровадження гендерно-чутливих підходів на рівні освітньої політики вимагає не лише надійної правової бази, а й підтримки гендерного балансу в управлінні та врядуванні школою. Співпраця між керівництвом школи, вчителями та батьками є важливою для досягнення гендерної справедливості та соціальної рівності. Гендерно-чутлива організація освітнього процесу в середніх школах повинна розглядатися не лише як педагогічне питання, а й як невід'ємний аспект соціально-культурного розвитку. Ефективна реалізація цього підходу вимагає створення гендерно-чутливого навчального середовища, підвищення обізнаності вчителів, гендерно-збалансованого перегляду підручників та зміцнення співпраці між школою та сім'єю. Гендерна дискримінація, що вкорінена в давніх соціальних нормах, практиці та поведінці, залишається значною проблемою в багатьох суспільствах. Незважаючи на міжнародні рамки прав людини, що гарантують рівність незалежно від статі, раси, мови чи релігії, зберігається нерівність у доступі до землі, власності, освіти та працевлаштування. Тому сприяння гендерній рівності серед учнів має бути як місцевим, так і глобальним пріоритетом. Гендерна нерівність перешкоджає не лише національному прогресу, але й загальному людському потенціалу суспільств, поглиблюючи соціальний розкол та уповільнюючи інклюзивний розвиток. Емпіричні дані опитувань, проведених серед директорів шкіл, вчителів та учнів, свідчать про те, що гендерно-чутливі підходи позитивно впливають на якість освіти. У дослідженні брали участь 7 директорів шкіл, 120 вчителів та 350 учнів. Результати дослідження свідчать про те, що інтеграція гендерної обізнаності у викладання покращує як соціально-психологічний, так і академічний розвиток учнів. Зрештою, удосконалення гендерно-чутливої системи навчання та освіти є необхідною умовою для побудови інклюзивного суспільства, заснованого на правах людини. Такий підхід забезпечує рівні освітні

можливості та підвищує загальну якість викладання. Гендерно-чутлива перспектива в освіті гарантує, що як дівчата, так і хлопчики навчатимуться у середовищі, вільному від стереотипів та дискримінації.

Ключові слова: гендерно-чутлива освіта; гендерно-орієнтована педагогіка; рівність в освіті; гендерні стереотипи; інклюзивна освіта; гендерні відмінності.

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