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## **Training future teachers-class teachers to integrate gender mainstreaming at secondary schools**

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**Abstract.** The article outlines and analyzes the optimal conditions for training students-future class teachers to integrate gender mainstreaming at secondary schools, in particular, the basic stages of preparation, forms, methods of work are emphasised, the thematic content of each stage is revealed. The necessity and importance of taking into account all the factors above in training students-future class teachers to the profession in secondary schools are indicated.

**Keywords:** *gender mainstreaming, gender education, gender socialization, pedagogical reflection, class teacher, person-centered learning.*

One of the important areas of training students-future class teachers to the professional activity at secondary schools should be activation of future specialists to solve specific problems, one of which is to educate students within gender mainstreaming.

The process of training pupils for education within gender mainstreaming should be based on the following principles: focus on student as the subject of gender socialization; enhance the interest of students to self-knowledge of individual characteristics of their gender, comprehension of peculiarities of their family relation-

ships, critical self-analysis of internal individual potential, laid in childhood and creating program of self-formation of personality; enhance of independence, creative work, creativity; providing interconnection of pedagogical courses with adjacent subjects; innovative awareness of teacher, variability, dynamic changes in the content, forms and methods of training.

The study of a wide range of gender issues in the training future specialists occupies an important place among the priorities of modern pedagogy (V. Aheieva, M. Bohachevska-Homiak, T. Hovoryn, A. Horoshko, V. Kravets, N. Lavrynenko, L. Mischyk, L. Smoliar, A. Tsokur), in particular the issue of training future teachers to gender education and upbringing of the younger generation (L. Bulatova, S. Vykhov, T. Holovanova, A. Kikinezhdii, V. Kostiv, A. Lutsenko, I. Muntian, I. Kharchenko), however, the question of training future class teachers to integrate gender mainstreaming in secondary schools has not been investigated, which led to the relevance of our study.

The purpose of the article is to identify and analyze the optimal educational conditions of training students-future class teachers to implement gender mainstreaming at secondary schools.

Training future class teachers to implement gender mainstreaming at secondary schools in full can be realized beginning with the second, third courses of studies where students have the courses of theory of education and upbringing, history of pedagogy, psychology, gender pedagogy, preparation of senior pupils for family life. In the first phase, which covers the first year of education, and even pre-university tutorial, the development of creative direction, innovation culture, an increased focus on search and knowledge of his/her own feminine/masculine identity are provided. Taking into consideration these aspects, training future class teachers to implement gender mainstreaming consists of the following phases.

The first phase is information and diagnostic (pre-university tutorial, 1 course), the second phase is theoretic and practical (2 – 3 courses), the third phase is reflective and analytical (4 – 5 courses).

The first information and diagnostic phase (primary) provides professional self-knowledge, understanding peculiarities of his/her personality as a representative of a particular sex, development of creative skills, formation of students' abilities to identify, generate, analyze and solve creative pedagogical problems, problem pedagogical situations based on the analysis of typical pedagogical situations and their own social experience, develop critical thinking, self-esteem, abilities to self-reflection of merits and demerits, focus on self-perfection of personality.

The initial phase of training students to implement gender mainstreaming at secondary schools coincides with the start of professional training in higher education establishment. This is the period of adaptation to the new environment. Freshmen adapting is influenced by peculiarities of their social position, their values, social activity, the level of general training, timebudget, being busy at leisure, social and psychological climate in groups. For better adaptation of students during the first year they study "Introduction to the pedagogical profession", "General psychology", owing to which future teachers-class teachers are convinced of the need of these disciplines as

the as the basis of pedagogical activity; the students start having interest in the theory and practice of personality formation, awareness of himself/herself as a future teacher, class teacher. For effective implementation of gender mainstreaming by future class teacher at secondary schools above mentioned courses should include not only topics like "general and professional culture of teacher", "teaching communication technology", "professional self-education of teacher", etc., but also topics of gender area, for example, "gender roles", "types of family relationships and my childhood", "gender behavior and characteristics of gender relationships in public places, family, school, university, with friends in the functional and role as well as emotional and personal relationships", "the essence of positive gender socialization, sexeducation and my opportunities in these processes as a future teacher-class teacher". Contents of the above disciplines should include knowledge of ways of self-diagnosis of peculiarities of female/male individuals, potential of teacher-class teacher and professional development techniques; knowledge of sexual behavior norms accepted in society; interpretation of such concepts as "gender mainstreaming", "gender socialization", "gender sensitivity", "gender education", "female/male personality", "culture of sexrelationships".

Interdisciplinary courses should be noted as those which are important in training students for future careers, including the activity of class teacher. Such courses should include knowledge, pedagogical situations, role plays related to ideas about gender stereotypes and modern gender roles, gender socialization peculiarities, feminine/masculine personality, culture of sex relationship.

The main forms of learning and cognitive activity of students should be: classroom learning activities (lectures, practical and laboratory classes, seminars); obligatory extracurricular independent educational work, teaching practice.

The second phase (the main one) – is theoretical and practical (2 – 3 courses). It is introduction to the social and scientific prerequisites of the idea of gender education, its basic concepts, current approaches to the problem of education at schools within gender mainstreaming, concepts of education of boys and girls, familiarity with secondary schools, creative interpretation of the concept of gender education in relation to the potential opportunities at school, age and individual peculiarities of children and teachers, learning methods of pedagogical research. At this stage, the overall orientation of students in educational reality takes place, school problems and needs are actualized, goals and objectives of pupils' education within gender mainstreaming emerge.

In the second phase of the training students to implement gender mainstreaming at secondary schools, beginning with 2 – 3 courses (in accordance with the curriculum of each department) students during lectures, seminars should study the history of ideas of gender education (differentiated, sex education), modern approaches to educating students in the process of their gender socialization, the concepts of education of boys and girls in domestic and foreign pedagogy, learn the peculiarities of gender socialization of primary school children, teenage and early adolescence years. Taking into consideration the characteristics of this phase of training, the tasks of train-

ing students to implement gender mainstreaming at secondary schools that must be completed in teaching special course "Gender education of pupils" are defined:

1. put the student in a subjective situation that will provide self-education and self-organization of learning activities and promote understanding future professional activity, assessing their pedagogical abilities as well as individual and psychological characteristics;

2. provide future main class teacher with the main target knowledge of: patterns of psychosexual development of children of different age stages, the norms of sexual behavior accepted in society, the nature of cultural interaction of sexes, fundamentals of design of pupils' education process during their gender socialization;

3. promote formation of the foundations of their professional activities, special attention must be paid to humanistic focus of future class teacher, his/her gender culture and gender education concepts;

4. form abilities and skills to implement gender mainstreaming at secondary schools: "organization" "structuring" and "streamline" of pedagogical situations of students' education taking into consideration gender mainstreaming.

The thematic content of training students to the class teacher activity as one of the subjects of implementing gender mainstreaming at secondary schools at the second phase is to be realized via the course "Education of students within gender mainstreaming" and partially within the contents of such courses as: "Pedagogy", "History of pedagogy", "Developmental psychology", "Educational technologies", "Methods of educational work in children's camps", teaching practice at secondary schools as a class teacher, classtutor; summer teaching practice as an educator in summer health camp. In our opinion, in the process of training students-future class teachers to implement gender mainstreaming at schools, the following types of lectures must be used: information lecture, problem lecture, lecture-discussion, press conference lecture, considering the lecture as one of the forms of obtaining structural information by students as well as focusing on the creation of such situations during lectures that would prompt acquiring theoretical professional knowledge on a personal level: functional and role as well as individual and intimate relationships of sexes. Among forms and methods, the following should be used: writing *précises* in: the history of women's education, the history of women's and men's education, the dynamics of normative notions of women's and men's roles, relationship of sexes; different approaches to education within the gender mainstreaming and its implementation at secondary schools of Ukraine, case discussions, such as how we were educated and how we will educate our children, trainings on personality development; compositions on the real educational opportunities of boys' and girls' education, etc.

Specially one should focus on students teaching practice during the primary-theoretical and practical phase of training students to use gender mainstreaming in pupils' education. Students teaching practice promotes personal and professional self-reflection as a means of identification and analysis of the student's own consciousness and activities (awareness of sexual self-knowledge, gender behavior and professional guidance in solving the problem of pupils' gender education). On the second or third

year, students do their teaching practice in various educational institutions, solve the problem of gender mainstreaming as part of school education, use a concrete idea and their experience is interpreted and summarized based on a particular concept. In this case, students need to gain proficiency in the scientific concept that allows to relate the gender educational concept with the objectives (development, gender education and socialization), with the tasks corresponding to the different age stages (primary school children, teenagers, high school), with the method of training that includes: organizing, structuring, organizing teaching situations with real pedagogical specific educational organizations, motives value and capabilities to achieve them, predictable results.

The second and final part of students' training to implement gender mainstreaming at Ukrainian secondary schools at this phase is a summer teaching practice in summer camps. This is one of the most independent and difficult practices, which revealed gender (personal and professional) guidance of student, unlock their creative potential, but also monitored mistakes in the training of students. Close link of feminine/masculine personality displaying and professional successes and students failures appears. Girls and boys have rich spiritual world, diverse gender repertoire and culture of gender relationships that is why, they easily find common language with girls and boys of different age groups, have their trust, love, contribute to socialization of their gender streamline, formation of feminine/masculine personality.

However, unfortunately, student-practitioners are not independent enough to choose appropriate forms and methods of educational work and depend on traditional educational models. Most students using various forms and methods of educational work, carry fragmentary nurturing forgetting about the necessity of problematic pedagogical situations structuring, using of alternative forms of gender education at schools, the implementation of creative concept and methodology of students education within the gender mainstreaming.

The third phase (final) – reflective and analytical one (4 – 5 courses) – begins with a conference on the results of the summer teaching practice. Summer teaching practice allowed each student to analyze successes and failures in implementing the authorial programs: "Students education within gender mainstreaming", during the first independent teaching practice (for 24 hours near children), to "taste" teaching profession (or ensure that teacher profession is not appropriate for the student, however, pedagogical knowledge is necessary for the upbringing one's own children and positive relationships in the family) relate meaningfully to special courses and workshops on educating students within gender mainstreaming, pay more attention to the knowledge, ability and skills that are important for him/her.

At this phase, individual and creative position of teacher-class teacher as system of his/her views and attitudes, level of innovation culture regarding to the problem of pupils' education within gender mainstreaming, pedagogical credo regarding future self-teaching activities are formed by 4 to 5 courses sex-role repertoire of many students is complicated from a girl/boy to the woman/man mother/father. Many students supplement the relationship of friendship and love by family affection, new responsi-

bilities, increasing interest in the issue of gender education in connection with upbringing their daughter/son.

At the final stage (4 – 5 courses) the training future class teacher to educate students within gender mainstreaming is characterized by self-formation of his/her own personality, individuality of the specialist. However, it is not confined solely to the process of individual self-expression which is useful only for himself/herself, but it has a social character. Future specialist is an active entity that implements in the socio-educational activities his/her strength, way of life, readiness to accept responsibility, expand the scope of activities, carry out scientific research as part of the problem.

At this stage, scientific description of sex-role training methods, description of teaching experience of pedagogue-artists, that organize the process of education at schools within gender mainstreaming are required. By learning and observing, during the practice, the activities of teachers, class teachers-masters of educational activities in particular, that implement the concept of gender education, students should pay attention to the elaborated techniques of pedagogical influence and humanistic focus on children. Special skills such as possession of one's mood, voice, facial expressions, movements occupy an important place.

The thematic content of the third stage of students training to pupils' education within gender mainstreaming can be in the form of special courses, as well as fragmentarily in the variety of disciplines (for example, on philological department and foreign languages department texts on sex-role behavior, relationships of sexes developed by gender-study specialists should be used, which helps to perpetuate the knowledge and attitudes that students gained during studying special course to the themes: "Understanding teaching reality-pedagogical project and obstacles to its implementation", "Sex-role socialization of modern boys and girls, pedagogical conditions at secondary school institutions of various types", "Sex-role individual behavior of female/male teacher-professional", "Individual and professional image" and so on.

Forms and methods of preparing students for pupils' education within gender mainstreaming in the third and final stage include: conferences, thematic workshops, talk-lectures, dialogues-lectures, case discussions, analysis of pedagogical conditions for the implementation of gender-based education, problem-discussion seminars, organization teaching situations of positive and negative sex-role behavior, structuring problem pedagogical situations of role and functional as well as individual intimate relationship articles situations, personal conversation and consultations, implementation of sex-role educating programs with analysis and interlock analysis of interim and final results, role plays, creation of conditions for modeling and rendering necessary sexual behavior, training, reflective workshops.

On the third reflective-and analytical stage, one needs such pedagogical situations that require evaluation, reviewing, introspection of pedagogical activity, self-reflection of sex-role behavior, the culture of relations. The important role is played by individual opinion of everybody and cultural level of relationship within the group. System of special procedures, tasks and exercises implied

in lesson-structure, should be directed to the controlled development of different areas of student's individuality, encouragement of creativity, reflection of a wide range: from general reflective qualities to the actual pedagogical reflection and creativity, self-regulation of gender behavior and pedagogical skills.

A necessary condition for the formation of future class teacher readiness to implement gender mainstreaming at secondary schools is the cultivation of co-creation. Effective means of feminine/masculine individuality development, creative individuality of class teacher is solution of problem situations, which are the formation mechanism of students' readiness for education within gender mainstreaming. Pedagogical activity in the direction of gender education has its specificity in the solution of problem pedagogical situations, under which one can understand peculiar type of tasks that allow investigating pedagogical phenomena in the dynamics, determining ingenuity, quick orientation in the situation, the ability to find creative solutions.

At present time, unfortunately, the whole educational process at the university is not student-oriented and individually creative. Educational programs offer only the volume of knowledge, skills and abilities, it is a kind of information system that is obligatory for comprehension regardless of student's individuality. Most of them are not focused on the formation of personal qualities of personality. Sex-role stereotypes that the students learned from childhood in the family and school directly or indirectly affect girls and boys, with whom students interact in the process of educational activity. The earlier students start to reflect their individual peculiarities as representative of a particular sex, the faster and more efficiently the individual and professional readiness to pupils' education will be implemented within gender mainstreaming.

Organization of self-centered learning, individual and creative education includes the development of educational programs, special courses and special practical training session programs that aim not only at knowledge transfer but also at enriching creative experience, formation of self-realization mechanism, individuality of each student as a future professional, understanding of individual peculiarities and opportunities of self-perfection of their feminine/masculine personality. Requirements for training at different phases of undergraduate study are different, their nature, the approach to evaluation, taking into account the real contribution to the development of individuality, personality change.

Specialists' training improvement requires personal sense of professional activity. The main demand of the emergence of personal sense is the unity of emotional and intellectual processes. This unity can be achieved in the preparation of professionals, if one considers his/her future activity in terms of the possibilities of self-formation of personality, feminine/masculine personality and identification of the self-improvement ways. Education should be directed to the inner world of students, their feelings, attitudes, understanding of themselves and others. As one knows the inner world of the individual influences more on one's behavior and activities, than external environmental stimuli, and the "phenomenological changes" expresses human potential better than behavioral ones.

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### **Гоголь-Саврий М.В. Подготовка будущих учителей – классных руководителей к интеграции гендерного подхода в общеобразовательные школы**

**Аннотация.** В статье определены и проанализированы оптимальные условия подготовки студентов-будущих классных руководителей к реализации гендерного подхода в общеобразовательных школах, в частности, выделены основные этапы подготовки, формы, методы работы, раскрыто тематическое содержание каждого из этапов. Указано на необходимость и важность учета всех вышеперечисленных факторов при подготовке студентов-будущих классных руководителей к профессиональной деятельности в общеобразовательных школах.

**Ключевые слова:** *гендерный подход, гендерное воспитание, гендерная социализация, педагогическая рефлексия, классный руководитель, лично-ориентированное обучение.*