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FORMATION OF THE DEFINITION OF THE CONCEPT “GENDER-ORIENTED DIRECTIONALITY OF PROFESSIONAL TEACHER TRAINING”

Abstract *The article deals with the problem of the formation of the definition of the concept “gender-oriented directionality of professional teacher training”, its content and structural components are analyzed.*

Key words: *professional teacher training; gender; gender-oriented education; directionality.*

Introduction. Despite the large number of studies devoted to the issues of teacher training to professional activity, the search for effective approaches to the formation of the basis for the professional training of teachers of a new generation, whose activities would not be limited to the teaching of their subject, but creative specialists capable of implementing interdisciplinary links, possessing innovative technologies, aware of the importance of professional knowledge in the context of socio-cultural space is rather topical. Today, the issue of training teachers to professional activity, the essence of which lies in the formation of a person able to exist in a multiethnic and multicultural environment, an individual with a strong sense of understanding and respect for other cultures and the ability to live in peace and harmony with people of different sexes, nationalities, races, gender identities is highly actualized.

The professional training of future teachers in the context of intercultural interaction between the objects of the educational space is a natural manifestation of globalization processes and should be implemented on the basis of a gender-oriented approach whose goal is to strengthen social cohesion and reduce social and gender inequalities. Integrating a gender perspective into the teacher training curricula promotes the creation of gender-equal new training courses and contributes to the higher education system regarding the prevention of gender coding. Therefore, the issue of gender-oriented directionality of professional teacher training is rather topical.

Objective: the formation of the definition of

the concept “gender-oriented directionality of professional teacher training”.

Materials and methods: The findings of the current study were obtained using such research methods as theoretical analysis of pedagogical, psychological, methodical literature and reference database; systematization and theoretical summarization.

Results of the study and discussion. Since we need to formulate a definition of “gender-oriented directionality of professional teacher training” we are to analyze the concepts of “gender”, “gender-oriented education”, “gender-oriented directionality” and “professional teacher training”

The central issue in analyzing the concept of “gender” is the problem of its proper definition and understanding. Like any other phenomenon, “gender” has a large number of different interpretations, more or less limited, which characterize it from one side or another and contribute, if they are taken into account, to a deeper and more comprehensive understanding of the nature and essence of this concept.

The term ‘gender’ arose in the social sciences to indicate the new strategies for regulating social and sexual relations arising in the modern world in connection with the intensification of social life and the equal presence of women in the sphere of social production. It also means social characteristics of sexes, as opposed to the actual biological (genetic, morphological, anatomical, physiological) lifestyle features of men and women, their behavior, intentions, aspirations etc. Moreover, the term “gender” goes beyond the strict classifications of the women/men type

and the expectations that society attaches to these roles. As it is, it also includes marginalized groups: lesbians, gays, bisexuals, transsexuals and intersexuals (LGBTI), and all those who do not identify themselves with any of the above categories. The usage of the concept "gender" is necessary when there is a need to analyze the relationship between men and women, to determine their social characteristics through common and different, to reveal the roles of people of different sexes, the constructs of femininity and masculinity. This implies the ambiguity of the term and its widespread usage and in all these meanings gender is studied in the system of scientific gender studies.

Proceeding from the aforesaid, there is no doubt that gender-oriented education is a complex, ambiguous, multidimensional phenomenon. Scientists distinguish the presence of the following main directions of conceptualization of this type of education: differential, social - constructivist and radical – pluralistic. In our study we are to operate with the social-constructivist direction of the conceptualization of gender-oriented education which is based on the theory of social construction of gender and focuses on equality, egalitarianism, power and dominance, and the establishment and implementation of equality policies. This approach is widely presented in the educational programs of UNICEF and USAID. "Gender" in these programs refers to the social roles of men and women, boys and girls, as well as relationships between them, in a particular society at a particular time and place. The key concepts of this direction are gender equality, gender parity and gender justice.

The analysis of special literature evidences a significant number of definitions of "professional teacher training". Thus, the Law of Ukraine "On Higher Education" states that professional training is "obtaining qualifications in the relevant area of training or specialty" [5]. In the pedagogical dictionary the term "professional training" is interpreted as a set of special knowledge, skills and abilities, personality traits, work experience and norms of behavior that ensure the possibility of successful work in the chosen profession. [8]

According to the definition of the Russian

researcher O. Abdullina, the professional training of the future teacher is a process of formation and enrichment of the guidelines, knowledge and skills necessary for the future specialist to effectively fulfill the specific tasks of the educational process [1]

Speaking about the training for pedagogical activity as professional, it is appropriate to use the term "professional teacher training" According to V. Slastenin, professional teacher training is the possession of a large volume of socio-political and scientific knowledge of the discipline being taught and of related sciences, the possession of high level of general culture, knowledge of pedagogical theory, general, age and pedagogical psychology, the ability to solve a pedagogical problem and to carry out self-critical analysis, the skills of performing the relevant actions that are a component of specific types of educational activities. [7]

The study of the interpretations of this concept makes it possible to single out the main provisions determining the essence of professional teacher training: the goal and the final result of professional teacher training is the formation of students' readiness for the performance of future professional activities; professional training is a system of content and organizational measures; professional teacher training cannot be limited only to the formation of knowledge and skills, but should be oriented towards the personal development of the student. The essence of professional teacher training is the system of content-pedagogical and organizational-methodical activities of a higher educational institution, and the main goal is to ensure the readiness of the future teacher to professional pedagogical activities.

As the process of professional training of future teachers is defined by scientists as a multifunctional system for the interaction of its objects, professional teacher training is characterized by the presence of various components, which is conditioned primarily by the types of training, its content, methodological approaches, directionality etc.

Since we need to formulate the definition of "gender-oriented directionality", the problems of our search made it necessary to consult the reference database. Thus, in the explanatory

dictionary edited by S.I. Ozhegov the concept of "directionality" is defined as "a determined focus of thoughts, interest on something". [6] In the explanatory dictionary of T. Efremova, "directionality" is defined as "striving, concentration (of thoughts, interests). [3] In the dictionary of synonyms edited by N. Abramov for the concept of "directionality" several synonyms are given, among them - direction, aspiration, line, course, setting, orientation.[2] In the practical dictionary of the synonyms of the Ukrainian language edited by S. Karavansky several synonyms are given to the word "to direct", namely: to guide, to target, to orient, to focus.[4]

In our study, we consider "directionality" as a set of priorities; degree of concentration or gravity of motion vectors in a certain direction.

We recall that the term "gender-oriented" in our study is considered as based on the theory of social construction of gender and focused on equality, egalitarianism, issues of power and domination, the creation and implementation of equality policies. Thus, it is possible to consider "gender-oriented directionality" as a set of priorities that ensure orientation on the democratic principles of gender equality and non-discrimination, on overcoming gender stereotypes in education, forming an egalitarian ideology of gender relations and ensuring equal rights and opportunities for women and men for successful socialization.

As it is noted above, the essence of professional teacher training is the system of content-pedagogical and organizational-methodical activities of a higher educational institution, and the main goal is to ensure the readiness of the future teacher to professional pedagogical activities. We will try to formulate the definition of "gender-oriented directionality of professional teacher training as "a set of priorities that ensure orientation of content-pedagogical and organizational-methodical activities of a higher educational institution on the democratic principles of gender equality and non-discrimination, on overcoming gender stereotypes in education, forming an egalitarian ideology of gender relations and ensuring equal rights and opportunities for women and men for successful socialization. The main goal and the

result of such training is to ensure the readiness of the future teacher to gender-sensitive professional pedagogical activity, that is, activity, which is based on the possession of gender competence.

Conclusions and prospects for further studies.

Therefore, theoretical analysis of pedagogical, psychological, methodical literature and reference database allowed us to formulate the definition of the concept "gender-oriented professional teacher training directionality". Perspective directions for further studying can be considering gender-oriented directionality of professional teacher training as a pedagogical condition for the formation of gender competence of future teachers.

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