

## **GENDER APPROACH AS A NECESSARY CONDITION FOR FORMING GENDER COMPETENCE OF STUDENTS' YOUTH**

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### **INTRODUCTION**

The situation in Ukraine today is the time of the deployment and implementation of reforms in various spheres of socio-economic interaction. Reforms have also affected education, including higher education. Any reforms mean changes that are actually reflected in the very word ("reform" from lat. "Transform", "change"). The reformation involves changing the outdated forms and creating new ones, which at the state level should be approved by law.

During the implementation of reforms, there is always a process of analyzing what is now and the desire to change the situation for the better. That is, reform is a change aimed at achieving the best result in the future. And this result should be better than the one available in the present situation.

Particular importance of reforming the education system should take place on a gender issue. Reform should always keep a gender perspective. Not just a gender, but always a gender. Without taking into account the gender perspective, we will not be able to be sure that the reforms are in the right direction. Be sure that every citizen/citizen has access to the necessary resources, including access to education.

In spite of significant progress in gender equality, unfortunately, it has not yet been achieved in any country. That is why this issue is relevant and needs further implementation.

The urgent issue today is the introduction of a gender-based approach to working with young people, especially in the context of higher education institutions. Because it is precisely in these institutions that the formation of a personality as a professional takes place, the acquisition of relevant knowledge and competencies. In our opinion, today, both for Ukraine and for the whole world, the formation of gender competence is of particular importance; the gender competence is especially important for young people who are educated in higher education institutions.

Gender competence is defined as the socio-psychological characteristics of a person, which allows him to be effective in the system of interpersonal interaction. A successful professional is a gender-competent professional. That is why the introduction of a gender-based approach to working with youth (including in the system of institutions of higher education) is extremely necessary.

It is the relevance of this issue for the pedagogical and psychological science of our day that predetermined our scientific search. The results of the theoretical analysis are presented in this paper.

### **1. The main characteristics of the gender approach**

The gender approach is an approach that takes into account the needs of different categories of the population. This is an approach that allows for the observance of democratic values and priorities (equity, representation in a society in positions that have an impact on the adoption of important decisions for the community, etc.).

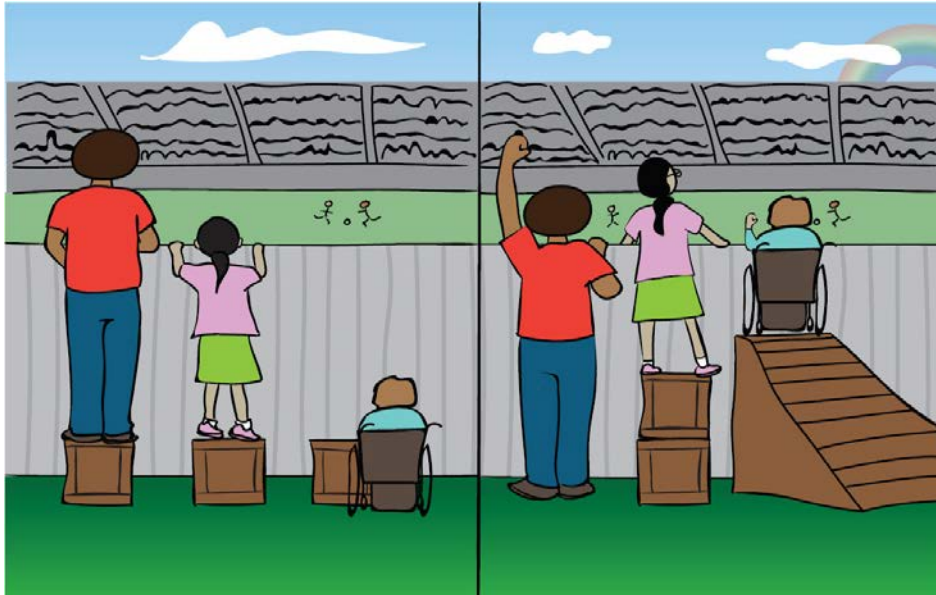
Women and men must have the same opportunities for shaping society and their lives. This involves overcoming discrimination and structural inequality in access to resources, opportunities and services.

The gender approach is not just a "theoretical" issue, which can be met by having a series of meetings, and discussions, and putting a point at that, to pretend that the issue has been resolved.

Of particular importance is the gender approach in the system of work with young people, in particular, student youth. Today it is one of the topical issues of great theoretical and applied significance for modern psychology and pedagogy. Psychology should determine the essence and content of the phenomenon, pedagogy should help in the implementation and dissemination of information to the target audience. Because any systemic changes will not be possible without their implementation at the state level. That is why the higher education system needs training courses, trainings, etc., which would help young people go beyond the established gender stereotypes.

A gender approach is access to the benefits and resources of society, an awareness of the different needs of people. It should be remembered that equality is not always an equality. People can have different set opportunities to realize themselves and their potential. The task of society is to take into account the peculiarities of a person and to help him/her in realizing his/her ability to be an active participant in society (the issue of inclusion) (see Fig. 1).

That is why, taking into account the gender perspective is always taking into account the different needs of boys and girls, men and women. This means taking into account other inter-sectional factors (age, place of residence, level of education, etc.).



**Fig. 1. Gender approach: taking into account equity (equal rights) in access to resources**

The goal of the gender approach is to provide an opportunity for the realization of equality, when everyone has the opportunity to access their needs and exercise their rights and freedoms.

Of particular importance is the introduction of a gender approach to the education system. Because educational institutions are the place where the next generation is forming, which will change the society. And on the basis of which values and principles will be maintained the new generation will depend on which way our country will go. So, in order for our state to adhere to the principles of democracy, we must work with the younger generations.

If we talk about the gender perspective in Ukraine, then it needs many more points to be realized. In terms of legislation, gender equality is declared in Ukraine. However, reality does not always correspond to what is written.

That is why we are talking about the need to involve young people in the implementation of the gender approach. The increase, which reduces the impact of social (gender-specific) stereotypes and the expansion of social roles, will contribute to the formation of an individual that

promotes positive changes in society and understands the need for social responsibility to different groups of the population.

Today in our country there are normative legal acts for ensuring gender equality:

- The Constitution of Ukraine (Articles 3.21, 24, 51);
- Law of Ukraine "On ensuring equal rights and opportunities for women and men";
- Decree of the President of Ukraine "On improving the work of central and local authorities to ensure equal rights and opportunities for women and men";
- Order of the Ministry of Education and Science "On the implementation of the principles of gender equality in education";
- Law of Ukraine "On Principles of Prevention and Counteraction of Discrimination in Ukraine";
- Law of Ukraine "On Prevention of Family Violence";
- Law of Ukraine "On Combating Trafficking in Human Beings".

We cite article 24 of the Constitution of Ukraine: "Equality of rights of women and men is ensured by: granting women equal opportunities with men in public-political and cultural activities, in obtaining education and training, in work and remuneration for it; special measures on health and safety of women, establishment of pension privileges; creating conditions that enable women to combine work with motherhood; legal protection, material and moral support for motherhood and childhood, including the provision of paid holidays and other benefits to pregnant women and mothers"<sup>1</sup>. As we can see, equality of rights of women and men is declared at the level of the basic law of Ukraine.

It should be noted that the state mechanism for ensuring gender equality is a system of interconnected state institutions whose competence and activities are aimed at implementing gender strategies and consolidating gender equality in real life in society. These include:

- Ministry of Social Policy of Ukraine – specially authorized central executive authority on equal rights and opportunities for women and men;
- Vice Prime Minister for European and Euro-Atlantic integration.

If we are talking about Ukraine's desire to join the EU, then it is impossible to take into account the issue of gender equality. This means that the gender approach is not only interaction within the state (internal aspect), but also interaction between states (external aspect).

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<sup>1</sup> Конституція України. URL: <https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80> (дата звернення: 19.06.2019).

<https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80>

The introduction of changes requires an understanding of what this is accomplishing (goal, end result). Those (those) who have the right and desire to introduce these changes. And those (those) who, in fact, will implement the "on the ground" reforms.

If we are talking about the right to reform, we have to reach the level of legislative power and the legislative process – the procedure for adopting a law consisting of certain stages. These stages are sufficiently independent, logically completed stages and organizational and technical actions.

In Ukraine, the legislative process can be divided into several stages:

The pre-design stage is a legislative initiative, that is, the introduction of a draft law into a legislative body, carried out officially by certain bodies and individuals. Draft laws are submitted together with an explanatory memorandum, which should justify the necessity of drafting or passing the law.

The project stage involves the implementation of a whole series of works:

- 1) making a decision on drafting a bill, including an appropriate proposal in the plan of legislative works;
- 2) commissioning a draft law for certain bodies;
- 3) elaboration of the bill and its previous expeetitis;
- 4) introduction of the bill in the legislative body, adoption of it for consideration;
- 5) discussion of the bill and its approval.

The stage of the adoption of the law is the vote on the adoption of the law and the corresponding resolution on the enactment of the law.

The certifying stage is the sanctioning (signing) of the law by the head of state in the terms established by the constitution.

As we see, the implementation of changes in the legal field requires considerable effort. That is why we emphasize that the laws already have to work. They should be not only on paper but also be real. Such that they feel the citizens of the country. The question arises of "inventing" mechanisms that would force the law to work. Such levers of influence today are public organizations that embody active civil status.

However, in order to consciously approach such an important issue as a gender-based approach, it is not necessary to be a representative of a public organization. It is necessary to simply remember that each of us is a bearer of culture and there is someone else's role model (an example) that will be imitated by others (first of all, young people).

This means personal responsibility for the actions (or inaction) that we implement every day in our lives.

Implementing a gender-based approach at the level of an individual means:

- see the gender perspective;
- do not increase inequality (discriminatory statements, follow stereotypes, disregard for human capabilities and potential);
- promote gender equality (gender balance: promotion of women to leadership positions, quotas, etc.);
- support gender advisers (invite them to conduct trainings and assess the gender balance in the institution);
- not only women (for example, "permission" to men for the manifestation of emotions, which today in our society, is often tattooed specifically for male representatives).

Gender (non) equality is structural/collective issues, but they also require commitment and the choice of an individual. Already, by our actions, words, actions we either increase gender inequality, or, on the contrary, we are making the phenomena of gender discrimination and inequality less. Gender equality is also the choice of an individual.

Think about what you can do to support gender equality as:

- a partner;
- mother/father;
- professional;
- boss;
- employee;
- service provider;
- role model.

Let's note that the gender approach is an instrument. However, it can not be implemented outside education/awareness of people about what gender equality is and how to combat gender discrimination. To do this, you need to know and understand unconscious bias (stereotypes) that prevent people from understanding the importance of gender equality. It is necessary to inform that gender equality is a win for everyone. This is not the struggle of women against men, it is not a loss of the position of men.

Gender equality is an opportunity to live in a better society, which gives everyone (taking into account her / his needs) access to resources. That is why we emphasize that there should be an educational activity that

will help the younger generation to rethink the established patterns that they have learned in the process of maturing.

One of the easiest ways to test the established patterns of "feminine/male" can be seen on the example of distributing toys and goods for children in children's stores (see Fig. 2). This picture shows how strong the influence of social stereotypes is on what the baby will play and what he/she will wear.



**Fig. 2. Distribution of goods for children based on established male/female patterns**

This simple example shows the enormous gap between societies between boys and girls, stimulating some into active action and implementation, and others doomed to the eternal search for lipsticks and nail polish. It is clear that under such an approach, we will not soon see the large number of girls who want to be, for example, physicists, mathematicians, travelers, etc. As it is very difficult to counteract gender stereotypes.

It should be noted that the four main (system-forming) groups of gender stereotypes are conditionally distinguished:

- 1) masculinity-femininity as characteristics of male and female personality traits;
- 2) division of spheres of activity, labor activity and areas of socialization of articles;

- 3) social roles in the private-family sphere;
- 4) social roles of articles in the public sphere<sup>2</sup>.

That is why there should be various measures that would help to distinguish between young people "this is necessary, because so do all ... (girls / boys)" and that "I can".

Consequently, we see the presence of gender stereotypes that hinder the development of gender equality<sup>3</sup>.

Consequently, the gender approach is a way that allows humanity to reach a new level of development and will enable a person of the XXI century to become a person capable of demonstrating other ways of interaction with the world and opening new horizons.

## **2. The value of a gender approach to the development of gender competence of student youth**

The gender approach is intended to counteract the manifestations of gender discrimination. It is emphasized that UNESCO allocates two levels of gender discrimination in the didactic programs: hidden and open.

Open discrimination is the availability of various educational programs for girls and boys. So, for boys, this will be "productive work", while for girls it will be "maintenance".

Concealed discrimination is the presence of gender stereotypes in school materials, which offer children some identification models. It is this kind of "hidden" curricula present in the content of school education in Ukraine<sup>4</sup>.

Speaking about education and training, the following should be emphasized. In addition to the officially recognized content of the learning process, there is a so-called hidden curriculum. This term was suggested by the American teacher Philip Jackson<sup>5</sup>. He noted that such a hidden curriculum might contain elements that would impose patriarchal principles and relationships; they can be found at different levels of the educational institution:

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<sup>2</sup> Як навчати школярів долати гендерні стереотипи: конспекти занять / навч.-метод. посібник для загальноосвітніх навчальних закладів. Т. Говорун, О. Кікінежді та ін., за заг.ред. професора Т. Говорун. К.: ТОВ «Дорадо-Друк», 2006. 804 с.

<sup>3</sup> Говорун Т. В., Кікінежді О. М. Стать та сексуальність: психологічний ракурс. Тернопіль: Навчальна книга – Богдан, 1999. 343 с.

<sup>4</sup> Як навчати школярів долати гендерні стереотипи: конспекти занять / навч.-метод. посібник для загальноосвітніх навчальних закладів. Т. Говорун, О. Кікінежді та ін., за заг.ред. професора Т. Говорун. К.: ТОВ «Дорадо-Друк», 2006. 804 с.

<sup>5</sup> Jackson, Philip W. Classroom society. Life in classrooms. New York: Holt, Rinehart and Winston, Inc., 1968, 177 p.



- in the organization of the functioning of the institution itself (when men occupy management positions, although most of them are women; wages are lower than women; obstacles to career growth ("glass ceiling"), etc.);
- in the content of educational disciplines (for example, military training for boys, medical – for girls);
- in the teaching and assessment style of students (this may be in the promotion of guys to the exact sciences, and girls to the humanities, etc.).

The presence of these three components of the hidden curriculum enhances gender inequality. Particular attention needs to be paid to the analysis of the content of textbooks that often demonstrate sexism, since it is sexism that is the basis for promoting gender inequality<sup>6</sup>.

As stated in the book "How to teach students to overcome gender stereotypes: notes of lessons" (according to the editorial board of Professor T. Govorun), the gender expertise of texts of textbooks and manuals using the method of content analysis showed a significant number of texts emphasizing the distinction between social the roles of girls and boys<sup>7</sup>. The presence of such texts contributes to the functioning of gender myths and supports the existence of gender inequality.

It is clear that the process of studying in higher education institutions has more freedom than school education. That is, we can talk about the ability of institutions of higher education to decide on or promote gender equality, or, on the contrary, to take steps to implement a gender-based approach to gender equality. These steps include the introduction of courses on gender equality, psychological training that would raise the level of self-awareness and pushed young people to reflection and rethinking of established social patterns.

The importance of implementing a gender approach is in the interaction between young people (student youth), especially young people. Since this age is characterized by a high level of self-awareness.

Confirming the special status of adolescence, the representative of the sociogenic direction of mental development R. Heavigherst, identified the eight major tasks of development that must be addressed in adolescence:

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<sup>6</sup> Куравська Н. Гендерні стереотипи як джерело гендерної дискримінації та сексизму. URL: <file:///D:/ГЕНДЕР2019/3729-10766-1-SM.pdf> (дата звернення: 16.06.2019).

<sup>7</sup> Як навчати школярів долати гендерні стереотипи: конспекти занять / навч.-метод. посібник для загальноосвітніх навчальних закладів. Т. Говорун, О. Кікінежді та ін., за заг.ред. професора Т. Говорун. К.: ТОВ «Дорадо-Друк», 2006. 804 с.

- 1) acceptance of the appearance and ability to effectively possess the body;
- 2) formation of new and more mature relations with peers of both sexes;
- 3) assimilation of their gender role;
- 4) achievement of emotional independence from parents and other adults;
- 5) preparation for professional life, which could ensure economic independence;
- 6) preparation for the creation of family and family life;
- 7) the emergence of a desire to bear social responsibility and the development of appropriate behavior;
- 8) building a system of values and ethical principles that can be guided in life, that is, the formation of their own ideology<sup>8</sup>.

The result of solving the problems of youth, according to the scientist, is the onset of maturity. If an individual does not manage to handle them, he begins to feel anxiety and, without receiving social approval, is not able to function as a mature person.

Youth is one of the most important and responsible stages in the development of personality. This is a period that marks the transition from adolescence to independent adult life. Youth is the time of awareness of oneself, the intense formation of the self-concept, the hierarchy of motives, the construction of the primary life perspectives.

The young age is characterized by awareness of their own individuality, uniqueness, disparity, and so on. L. Bozhovic emphasizes that in this age the main attention is focused on the development of the person's motivational sphere: the definition of his place in life, the formation of a worldview, which, in turn, affects cognitive activity, self-awareness and moral consciousness. The young man forms an internal position, through the prism of which is the perception and subsequent attitude to the environment in which he is, to himself and others<sup>9</sup>. As we see, a special role is assigned to the problem of the attitude and individual growth of a young man.

G. Abramova emphasizes the importance of this age period through the process of processing two important new forms: the concept of life and the self-concept, where "the degree of identity I am for myself is the

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<sup>8</sup> Райс Ф., Долджин К. Психология подросткового и юношеского возраста. СПб.: Питер, 2012. 816 с.

<sup>9</sup> Божович Л. И. Проблемы формирования личности: Избр. психол. тр. / Под ред. Д.И. Фельдштейна; Рос. акад. образования, Моск. психол.-соц. ин-т. – 3-е изд. М.: МПСИ. 2001. 349 с.

force that will determine success in the implementation of intentions about their own lives"<sup>10</sup>.

An important heritage of youth is the desire for self-determination in both personal and social spheres. In the process of seeking for themselves, the young man forms his own views on life, on the peculiarities of past experience; there is a process of rethinking its past that gives information for reflection on its future.

Youth is a period between childhood and adult life and is essential for the formation of a person's outlook. Early adolescence is the beginning of the practical implementation of life plans, where the main issues are the following: "what to be?" (Moral and personal choices) and "who to be?" (Professional choice). These two processes are parallel and interdependent.

In the concept of age-old periodization, D. Elkonin, adolescence is characterized by the presence of a complex and deep crisis that arises as a result of the young person's transition from the motivation-need sphere to operational-technical capabilities, that is, "wants" more than "able to do". This leads to conflicts among boys<sup>11</sup>.

In a young man, compared with a teenager, I become more stable self-concept, there is a stabilization of inner life, which is manifested, in particular, in reducing the level of anxiety from adolescence to adolescence. However, changing social roles, the need to make important decisions regarding the future profession and lifestyle can lead to a role conflict and status uncertainty<sup>12</sup>.

It is in the young age is forming the ability to self-actualization – the integral, basic personality characteristic that reflects the higher level of its development, the maximum manifestation of its creative abilities and the central criterion of the fact that the person "has taken place".

The problem of choosing vital values is determined in domestic psychology as one of the basic issues that should be solved by the young man. It is at the young age that a young man deliberately finds his place among the categories of good and evil. The developed reflection helps the young man in correlation of the intimate (own thoughts, experiences, etc.) to normative (cultural and social concepts of good and evil, standards of behavior, etc.), and making decisions in favor of one of directions.

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<sup>10</sup> Абрамова Г.С. Возрастная психология. Екатеринбург: Деловая книга, 1999. 621 с.

<sup>11</sup> Божович Л. И. Проблемы формирования личности: Избр. психол. тр. / Под ред. Д.И. Фельдштейна; Рос. акад. образования, Моск. психол.-соц. ин-т. – 3-е изд. М.: МПСИ. 2001. 349 с.

<sup>12</sup> Абрамова Г.С. Возрастная психология. Екатеринбург: Деловая книга, 1999. 621 с.

It is precisely in adolescence that new development mechanisms for identification-isolation, which have their own specifics, are being developed: the young man is both "hotter" and "cooler" at the same time than a person in other age periods. In youth, the ability to sense the states of others becomes exacerbated, to emotional experiences and empathy for them. At this age, the young man is deepening and experiencing ambivalent feelings, where one pole takes love (identification), the other is hatred (isolation to an extreme degree)<sup>13</sup>.

Young people are characterized by aspirations to another, especially the opposite sex. Youth is a period of life when over all other feelings can dominate the feeling of passion for another: at this age-old person continues to reflect his relationship with his family, finding his place among the loved ones. The young man/woman goes through fencing and even alienation from all those who loved him/her, who was responsible for him/her in his childhood and adolescence. However, this is not teenage negativism, but often loyal, but firmly removed from their relatives, in order to build relationships of different quality: not at the level of "adult-child", but at the level of "adult-adult". This is the age of strength of strength I, his/her ability to manifest and defend his personality<sup>14</sup>.

The juvenile age is characterized by sex-role identification, the successful passing of which helps the young man in his later life<sup>15</sup>.

For this age-old stage is characterized by the first strong sense of love, the search for a close "spirit" of man; Such an aspiration can contribute to the rapid marriage of a young man. However, teenage marriages, as a rule, are not strong enough. According to G. Abramova, the possible explanation for this is that the marriage contracting by boys/girls is due to the feeling of solitude, and not because of the sense of completeness of life<sup>16</sup>.

As you can see, the youth age has a great "load" on gender identification and follow-up, or a rethinking of established gender stereotypes. It can be said that in the juvenile age there is an active phase of "implementation" of the gender issue. After all, the building of intimate relationships with the opposite sex requires the young man to build interaction with his/her partner in a certain way. And what kind

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<sup>13</sup> Райс Ф., Долджин К. Психология подросткового и юношеского возраста. СПб.: Питер, 2012. 816 с.

<sup>14</sup> Абрамова Г.С. Возрастная психология. Екатеринбург: Деловая книга, 1999. 621 с.

<sup>15</sup> Говорун Т. В., Кікінежді О. М. Статя та сексуальність: психологічний ракурс. Тернопіль: Навчальна книга – Богдан, 1999. 343 с.

<sup>16</sup> Абрамова Г.С. Возрастная психология. Екатеринбург: Деловая книга, 1999. 621 с.

of interaction this interaction will have will depend on how a young person will be able to interact with established gender stereotypes and whether he/she will be able to see a personality in his partner. Will young people "meet" at the level of proximity, beyond the limits of social expectations. This will mean the level of autonomy, if we speak the language of transactional analysis, and this will mean going beyond the life script, which is the way to go beyond the gender scripts<sup>17,18</sup>.

Youth is an extremely important stage in the formation of an individual. Entering this period as a teenager, the young man/woman ends up with his/her adult, when the person himself/herself determines for himself/ herself a destiny: the way of his/her spiritual development and earthly existence. It is during this age that the young man/woman overcomes the dependence on adults and is confirmed as an independent person<sup>19</sup>. The young person anticipates, plans, what place he/she will occupy among people, what kind of activity he/ she will be engaged in, what style of his/her life will be. He/she himself/ herself decides who to be and who he/she is, he/she is responsible for the direction of deployment of the life path that he/she chose. Whether the way to promote equality, including gender, will be chosen, on the contrary, will contribute to the existence of gender inequality.

Human personality is different from all living opportunity to self-examination and self-understanding. The process of awareness of the person himself/herself is important for the realization of the life path of the individual, the realization of his/her own life plan beyond the limits of established social stereotypes.

Self-understanding is a necessary condition for the adequate functioning of the individual in the process of interaction with the environment, other people, with oneself. A deep knowledge of the characteristics of one's own soul, makes it possible to build a harmonious life.

The process of self-consciousness determines the whole deployment of the human person and does not deviate from any sphere of human life. Reflection and gender stereotypes can not be ignored, which to a large extent determine the behavioral manifestations of man/woman in relation to himself/herself and others.

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<sup>17</sup> Берн Э. Игры, в которые играют люди. Психология человеческих взаимоотношений; Люди, которые играют в игры. Психология человеческой судьбы / пер. с англ. Екатеринбург: Литур, 2001. 576 с.

<sup>18</sup> Steiner C. *Scripts People Live: Transactional Analysis of Life Scripts*. Grow Press: New York, 1990. 332 p.

<sup>19</sup> Малкина-Пых И.Г. *Справочник практического психолога*. М.: Изд-во Эксмо, 2007. 784 с.

That is why, for the person to go beyond the limits of his/her own limiting "framework" (which we also refer to as the "framework" of gender<sup>20,21</sup>) there should be immersion in his/her experience and the isolation of introverts that were formed during the formation of man/woman<sup>22</sup>. Awareness of such introverts will allow a person to build relationships with others outside the gender stereotypes.

Changing the course of life and deploying it outside of established social expectations should be based on the search for the reasons that led to the creation of an existing life situation. However, such a search would be impossible without understanding the personality of himself/herself, his/her inner world. Such a search is based on reflection: self-reflection and reflection of life events. Since the experience gained by a person during his/her formation has a strong emotional background and makes the analysis of gender discriminatory manifestations more meaningful (emotional and motivational). Awareness of oneself, motives of their actions, understanding of hidden determinants (in particular, stereotypes) gives an individual the ability to self-actualize their potential. Promotes awareness raising in issues related to gender-based stereotypes and allows people to rethink "labels" that were introspectively developed by a person during its development.

Deployment of the human way of life is due to the multitude of events that have taken place in life. To construct a harmonious life, an understanding of the causes of those or other phenomena in the life of the individual (cognitive sphere) needs to be understood. In addition, the analysis and understanding of past events provides an opportunity for constructing a meaningful future, which should take place outside of established stereotypical expectations.

An important component of the research of gender stereotypes is to determine the emotional and motivational component. A significant effect in the research of gender stereotypes is the reflexive training<sup>23</sup>, as a result of which exercises, the person "opens" two motivating forces: external and internal: external, in most cases, connected with the fulfillment of what is necessary (the principle "is necessary"). What imposes a society, saying

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<sup>20</sup> Бем С. Линзы гендера: Трансформация взглядов на проблему неравенства полов / [пер. с англ.]. М.: «Российская политическая энциклопедия» (РОССПЭН), 2004. 336 с.

<sup>21</sup> Money J. Gendermaps: Social Constructionism, Feminism, and Sexosophical History. New York: 1995. 274 p.

<sup>22</sup> Перлз Ф. Практика гештальттерапии. М.: Институт Общегуманитарных Исследований, 2005. 480 с.

<sup>23</sup> Ялом И. Групповая психотерапия. Теория и практика. М.: Апрель Пресс, Изд-во ЭКСМО-Пресс, 2001. 576 с.

that "so right". By thus limiting a person to create his/her own livelihoods in such matters as: who to be, with whom to be, what to be.

The internal motivating forces relate to what the person would like to do (the principle of "want"). The analysis of the motivating forces, their influence on the person, the process of incarnation (or non-implementation) into life, is very important for understanding the formation of the subject and his ability to go beyond gender stereotypes. However, only consciousness is not enough to realize the potential of the individual. There have to be actions aimed at changing the course of life. It is here that the choice of a person must take place: either by promoting my actions or actions I am contributing to inequality, or, conversely, building up gender equality. It is important to remember this, since gender equality begins with an individual. And we must talk about personal choice and the ability to implement it (volitional sphere).

Awareness of gender stereotypes is important for every individual, since it allows you to look at yourself and your life path from a different angle. Understand and feel that it is possible in a different way. What life itself has to do with its own plan, and that the 21st century offers all the opportunities to be a person who knows what he/she wants and can realize his/her potential beyond the stereotypes. What social expectations like "you are a girl", "you are a boy" should not stand on the path to self-deployment and realization of a real personality.

Recall that the gender competence of the person contains the following components:

- 1) knowledge of the existing situation of gender inequality, as well as the factors and conditions that cause it;
- 2) the ability to observe and adequately assess the situation of gender inequality in different spheres of life;
- 3) the ability not to display gender discrimination in their behavior;
- 4) the ability to solve their gender problems and conflicts if they arise<sup>24</sup>.

Therefore, on the basis of the above, we can distinguish the following levels regarding the development of gender competence in student youth.

- 1) the formation of gender competence in boys should be at a cognitive level. First of all, this should be through active educational activities both at the state level and at the level of institutions of higher education. This includes training sessions, special courses on gender

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<sup>24</sup> Шевченко З. В. Словник гендерних термінів. Черкаси: видавець Чабаненко Ю., 2016. URL: <http://a-z-gender.net/ua/%D2%91ender.html> (дата звернення 05.06.2019).

equality, advocacy campaigns that should bring young people the importance of understanding and countering gender stereotypes.

2) also, gender education programs should include an emotional and motivational component. This means that the content and form of interaction with the youth should be constructed in such a way that they have an "emotional response" (which means not indifference to gender issues). Because the emotional and motivational sphere is the stimulating factor that pushes the person to certain actions and actions.

3) and the third sphere, which should be covered by gender education, is the level of voluntary regulation, which should be realized through the system of active actions. In this context, these are actions aimed at overcoming gender inequality.

In the opinion of the existential psychologist R. Mey, the less developed the self-consciousness of a person, the more dependent it is from life circumstances, various displaced content communications that were formed in childhood. "Through self-consciousness, we can interrupt a series of stimuli and reactions, create a pause in it, in which we can make a conscious choice of our reaction"<sup>25</sup>. As the self-consciousness develops, the range of human choice and its existential freedom increases accordingly.

The freedom to choose an individual is related to the reflection of the contradictions that arise in the situation of choosing a solution (the choice of some alternatives). Making a choice requires a person to take responsibility for the implementation or non-implementation of his/her life plan.

Category of responsibility indicates the problem of the relationship between the ability and ability of a person to act as a subject (author) of his/her own actions. Responsibility involves building a situation for a person with a purpose – consequences for himself/herself and for others. Responsible person at any stage of the choice reflects the possible consequences of the implementation or rejection of the possible alternatives and is responsible for them.

Consequently, the emergence of gender competence should take place with the involvement of all spheres of the human psyche: cognitive, motivational and regulatory. The introduction of a gender-based approach to all areas of society's functioning is of great importance in overcoming gender inequality.

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<sup>25</sup> Мэй Р. Мужество творить: очерк психологии творчества. Львов: Инициатива, 2001. 180 с.



The issue of implementing the gender approach in the system of institutions of higher education is particularly acute, as they are the institutions where the personality of the professional develops.

And today for Ukraine it is of immense importance whether this professional will be gender-competent and profess the ideas of democracy and a socially responsible society.

## **CONCLUSIONS**

As a result of the theoretical analysis, we have clarified the concept of "gender approach", "gender competence", "hidden gender discrimination". The theoretical analysis allowed to determine the peculiarities of the application of the gender approach and its role in the formation of a socially oriented society.

In the context of contemporary Ukrainian society, the study of gender discrimination requires more attention. Of particular importance is the question of finding methods that will reduce the level of manifestation of gender discrimination. One of these methods is the gender approach. It is this approach that focuses on the gender issue and requires society to always keep a gender perspective.

We have determined that the formation of a future professional in the system of institutions of higher education should be focused on the formation of gender competence. As a professional of the future is a gender-competent professional. A person capable of fulfilling his professional functions without deepening the level of gender discrimination.

It is a person who is able to go beyond the limits of established social stereotypes and contribute to democratic transformations in the state. Since adolescence is a sensational period before rethinking oneself and their values, this is where reflexive activity should take place, which should facilitate the emergence of the individual beyond gender-based stereotypes. Such rethinking should take place at the cognitive, emotional and regulatory level.

The formation of the gender competence of young people should take place in the process of studying at higher education institutions. Because these institutions are institutions that form a person in a moral and professional way.

Implementation of the gender approach will create conditions for the successful formation of a professional who has a high level of gender competence. The goal of higher education institutions is to implement a

gender-based approach at all levels of the educational process (especially in the context of working with young people) and seek to establish a society beyond the limits of discriminatory manifestations.

### **SUMMARY**

This article is devoted to the issue of gender approach as the main method of counteracting gender discrimination. The emphasis is placed on the fact that the implementation of this approach is of particular importance in the context of the European vector of development of the Ukrainian state.

It is determined that in Ukraine there is a legislative base that regulates the gender issue and promotes gender equality (starting with the main law – the Constitution of Ukraine). It is emphasized that there is a discrepancy between what is written and what is happening in reality.

The necessity of introducing a gender approach to the education system, including those in higher education institutions, is indicated. Taking into account the competence approach in the system of higher education, the role of institutions of higher education for the formation of a professional person is emphasized. However, professionalism must go hand in hand with moral and ideological values, which, first of all, should be aimed at the development and establishment of democracy.

That is why the paper emphasizes the necessity of introducing a gender approach into the educational process and the functioning of educational institutions. In addition, the issue of gender competence in young people is relevant to modern pedagogy and psychology.

The theoretical analysis allowed to distinguish youthful age as a sensitive period for rethinking stereotypes, including gender-specific ones. Due to the registration of the regulatory (volitional) sphere (in comparison with the previous age periods) the young man/woman has the opportunity to implement (and not only realize) in his/her life the interaction with other people outside the rigidly defined framework (including gender).

An important role in the formation of gender competence and the ability to implement it in the professional and other spheres of life of the individual belongs to higher education institutions. And the future of the younger generation, and, consequently, our country, depends on the willingness and ability of these institutions to implement a gender-based approach.

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